DOCUMENT RESUME

ED 194 444 SO 013 002

AUTHOR Talbot, Walter D.
TITLE A Course of Study for Social Studies in Utah. High School Electives.
INSTITUTION Utah State Board of Education, Salt Lake City.
PUB DATE 81
NOTE 98p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administration; Curriculum Guides; *Elective Courses; Guidelines; Needs Assessment; Secondary Education; *Social Studies; Standards
IDENTIFIERS *Utah

ABSTRACT

This guide outlines the content and instructional objectives of high school social studies elective courses and contains administrative guidelines for teachers, supervisors, and administrators. Educators in Utah believe that people are social beings who need wholesome human relationships and productive problem-solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent. Content and instructional objectives are provided for the following courses: European history, advanced placement; U.S. history, advanced placement; anthropology; economics/free enterprise; law-related education; model United Nations; psychology; sociology; U.S. government; U.S. problems; and world cultures. The second part of the guide contains administrative guidelines. Included among these are standards for the social studies curriculum, suggestions for using the guidelines for social studies needs assessment, a self-evaluation instrument, and standards for staff. The guide also contains a scope and sequence chart for K-12 social studies in Utah. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED194444

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Boone C. Colegrove
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A COURSE OF STUDY FOR SOCIAL STUDIES IN UTAH HIGH SCHOOL ELECTIVES

UTAH STATE OFFICE OF EDUCATION

Walter D. Talbot

State Superintendent of Public Instruction

SP 013 002

DIVISION OF CURRICULUM AND INSTRUCTION

LeRoy R. Lindeman, Administrator

Dorothy Wardrop, Coordinator

Boone C. Colegrove, Specialist
Social Studies Education

Copyright @ 1981 by
Utah State Office of Education
Salt Lake City, Utah
All Rights Reserved

TABLE OF CONTENTS

	Page No.
BOARD MEMBERS	iii
TEXTBOOK COMMISSION	iv
FOREWORD	v
ACKNOWLEDGMENTS	vi
OVERVIEW OF CURRICULUM FRAMEWORK	viii
NUMBER CODE	x
CURRICULUM GOALS	xi
INTRODUCTION	xii
PHILOSOPHY	xiii
STATE REQUIREMENTS	xiv
OVERVIEW OF COURSE OF STUDY AND KEY TO CODES	xv
OVERVIEW OF RESOURCE FILE	xv
GOALS OF SOCIAL STUDIES EDUCATION	xvi
SCOPE AND SEQUENCE, ELEMENTARY	xvii
SCOPE AND SEQUENCE, SECONDARY	xviii
INSTRUCTIONAL OBJECTIVES	
Advanced Placement, European History	1
Advanced Placement, U.S. History	4
Anthropology	6
Economics/Free Enterprise	9
Law Related Education	13
Model United Nations	16
Psychology	21
Sociology	24
U.S. Government	27
U.S. Problems	29
World Cultures	30
ADMINISTRATIVE GUIDELINES	
Articulation and Communication	32
Standards for Curriculum	32
How to Use the Guidelines for Social Studies Needs Assessment	43
Self Evaluation Instrument	44
Standards for Staff.	52
APPENDIX	
Social Roles	65
Policy on Controversial Issues	69

UTAH STATE BOARD OF EDUCATION

AND

UTAH STATE BOARD FOR VOCATIONAL EDUCATION

BOARD MEMBERS

W. Dean Belnap, Chairman
District 5
Kaysville 84037

Ross B. Denham, Vice Chairman
District 7
Provo 84601

Jesse Anderson
District 4
Ogden 84401

Mrs. Lila B. Bjorklund
District 1
Salt Lake City 84103

Mrs. Joan Burnside
District 2
Magna 84044

Mrs. Erma J. Christensen
District 1
Salt Lake City 84105

A. Glenn Christensen
District 2
Salt Lake City 84120

Rodney L. Dahl
District 3
Sandy 84070

Stephen L. Garrett
District 7
Cedar City 84720

Jay A. Monson
District 4
Logan 84321

Karl Shisler
District 6
Roosevelt 84066

Walter D. Talbot, Executive Officer

LaPreal W. Lublin, Secretary

UTAH STATE TEXTBOOK COMMISSION

AND

COURSE OF STUDY COMMITTEE

1980

Walter D. Talbot, Chairman
250 East Fifth South
Salt Lake City, Utah 84111

Oral L. Ballam, Dean
College of Education
Utah State University
Logan, Utah 84322

Mrs. Joyce Craig
9 West Main Street
Midway, Utah 84049

Robert Erdman, Dean
Graduate School of Education
University of Utah
Salt Lake City, Utah 84112

Lynn Haslem, Superintendent
Beaver School District
365 North Main
Beaver, Utah 84713

Mrs. Helen Linford
348 South Sixth West
Cedar City, Utah 84720

Mrs. Dorothy Mitchell
769 Hill Boulevard
Layton, Utah 84041

James Sandoval
651 West 1750 North
Clinton, Utah 84015

Lynn Diane Smith
1164 - 27th Street
Ogden, Utah 84403

M. Donald Thomas, Superintendent
Salt Lake City School District
440 East First South
Salt Lake City, Utah 84111

Sherman W. Wing, Superintendent
Provo School District
980 North Third West
Provo, Utah 84601

Lerue Winget, Secretary
Associate Superintendent

2/15/80

FOREWORD

Good teachers care about quality, the content and the form of the subject they teach, the content and form of their own lives. They care about quality in both these areas because they love people. It is this caring for subject matter and self that makes kids come to class. Teachers who care about quality care enough that their subject, their being, should be received with respect, and respect engenders respect.

The great challenge facing social studies and, indeed, all of education in the future is to teach our youth how to live with each other peacefully, compassionately, and above all charitably.

In order to achieve this goal it would seem that there are at least five important qualities upon which social studies should focus.

First, it should emphasize and amplify the dignity, worth, and uniqueness of each individual learner.

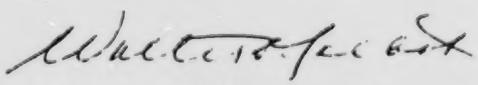
Second, it should help all learners to become aware of their own frame of reference and to understand and appreciate the perspective of others.

Third, it should make it possible for all young people to search continually for meaning which is relevant to their life.

Fourth, it should help each learner to develop carefully considered and deeply felt values, attitudes, and beliefs.

Fifth, it will need teachers who are humane and who can function with children and youth in a humane fashion.

This Course of Study for Social Studies will be useful to teachers, supervisors, and administrators in providing the five qualities of curriculum described above and in helping students achieve minimal competencies in social studies which will contribute to their becoming humane, caring, respected, well-qualified citizens of our state and country.



Walter D. Talbot,
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

Several sources of recently developed social studies curricula were used to assure that the course of study reflects the philosophical, professional, and practical direction of the state.

The 1978-79 Social Studies Baseline, published by the Dallas Independent School District, served as the general foundation for the content, scope and sequence, and objectives. Geographic Skills in the Social Studies, published by the Texas Education Agency in 1978, was used extensively in the "geographic skills" section. Another excellent resource was the curriculum materials developed as part of the Goal-Based Educational Management System (GEMS) in the Jordan School District. The curriculum materials developed by the Granite, Davis, and Salt Lake City School Districts were used comprehensively in this guide. Credit must also be given to the National Council for the Social Studies for their Standards for Social Studies Teachers, 1971, and Curriculum Guidelines and Needs Assessment, 1979, which were used extensively in the section on "Administrative Guidelines."

Gratitude is given to the thirty state social studies specialists who generously sent copies of their courses of study as well as to the Social Science Education Consortium in Colorado and the Education Commission of the States (National Assessment of Educational Progress), also in Colorado, for sharing their materials.

Appreciation is extended to the social studies workshop committee and consultants who developed the materials contained in this course of study. They functioned under the direction and supervision of Boone C. Colegrove, Specialist, Social Studies Education.

MEMBERS OF THE WORKSHOP COMMITTEES

Albert Fisher, Professor
Geography Department
University of Utah

O. Kent Forbush, Teacher
Midvale Middle School
Jordan School District

Ruth Gilmore, Teacher
Lake View Elementary School
Box Elder School District

Sofie Hamilton, Teacher
Wasatch Elementary School
Ogden School District

Ronald J. Hermansen, Staff Assistant
Granite School District

Nancy N. Mathews, Specialist
Law-Related & Values Education
Utah State Office of Education

Olive Maccarthy, Professor Emeritus
Education Department
Weber State College

John E. Ord, Professor
Education Department
Brigham Young University

Rita Paxton, Teacher/Supervisor
Ensign Elementary School
Salt Lake City School District

Verlene Phillips, Teacher
Millard High School
Millard School District

JoAnn Seghini, Curriculum
Consultant
Jordan School District

R. Eyre Turner, Associate Professor
Edith Bowen Laboratory School
Utah State University

Rudy Varoz, Staff Associate
Granite School District

Larry R. Wilson, Supervisor
Davis School District

Reed K. Miller, Administrative Asst.
North Sanpete School District

CONSULTANTS

Dix Cloward, Professor
Economics Department
Weber State College

Pat Farrell, Teacher
Olympus High School
Granite School District

Neil Harding, Teacher/Supervisor
Grantsville High School
Tooele School District

Gail Mladejovsky, Intern
Model United Nations
Utah State Office of Education

Doug Miller, Specialist
Economic Education
Utah State Office of Education

Beverly Olsen, Teacher
Kearns High School
Granite School District

Finally, appreciation is expressed to those members of the Utah State Office of Education who provided assistance in preparing the document.

AN OVERVIEW OF THE CURRICULUM FRAMEWORK

A comprehensive effort called Designing Education for the Future was conducted in the late sixties which involved students, educators, and patrons throughout the state in the identification of goals for education. A statement of goals growing out of this effort has been officially adopted by the State Course of Study Committee.

MATURITY GOALS

The goals emerging from this effort emphasize the maturing human being as the major focus of the educational endeavor. Eight maturity goals were established as open-ended continuums which are wide in scope and general in nature. By using these goals as the major focus, supporting goals and objectives have been developed that enable curriculum developers to relate their efforts directly to the life behaviors that contribute to each maturity and subsequently relate back to a specific maturity goal. The eight maturity goal statements are:

Intellectual maturity is exemplified by a continuing desire for understanding, a continuing interest in current problems, a continuing accumulation of knowledge, and an increasing ability to use one's rational powers.

Ethical-Moral-Spiritual maturity is exemplified by one's use of rational powers and of internalizing, valuing, and empathizing processes in satisfying oneself regarding life's purposes; in locating oneself in time and space; in revering life; in comprehending death; and in perceiving one's relationships to mankind and to the basic forces of the universe.

Emotional maturity is exemplified by increasing constructive management of one's emotions, of coping with stress and frustration, of accepting oneself, and of empathizing with others.

Social maturity is exemplified by increasingly exercising freedom with its accruing responsibilities; demonstrating functional leadership and appropriate followership; interacting in the social environment for self-realization and/or an awareness of the needs and values of others; acting within the basic values, institutions, and process of American democracy; understanding world interdependence and how diverse cultures function.

Physical maturity is exemplified by one's continuing appreciation and respect for the mind and body by increasing neuromuscular development, by self-fulfilling experiences through physical activity, and by continuing positive responses toward the solution of problems arising from increased leisure and health needs.

Environmental maturity is exemplified by seeking constantly to understand one's natural environment through rational thinking processes; through demonstrating fundamental skills required in the use of material, equipment, and information gathered concerning the environment; through exhibiting an awareness of relationships that exist between human beings and the environment; and through performing acts in the environment that are relevant to one's own well being and to that of others.

Aesthetic maturity is exemplified by an increasing sensititity in perceiving one's environment and acknowledging the human qualities of mankind; by a more satisfying use of one's senses in making aesthetic judgments; by more capably communicating aesthetic insights through the cultural arts; and through greater harmony within the individual.

Productive maturity is exemplified by continued involvement in creating, generating and using ideas, goods, and services which are beneficial to mankind and satisfying to the individual.

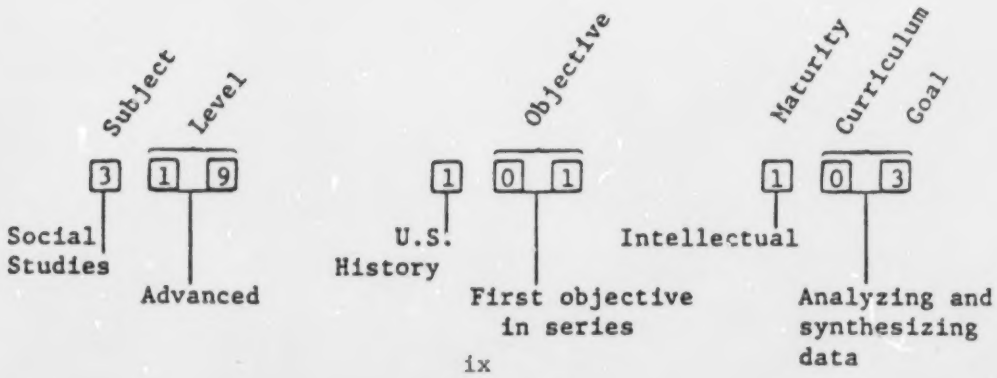
COURSE OF STUDY

All Courses of Study in subject areas are developed for Utah Schools with the Board's Maturity Goals as their focus. Each Course of Study document will include (1) a general subject or program philosophy, (2) subject goals and instructional objectives, and (3) administrative information pertinent to the subject. Supportive curriculum items relating to each instructional objective, such as suggested instructional strategies, related materials, assessment and record keeping strategies, will be developed in a separate document.

SIGNIFICANCE OF NUMBERS

All objectives developed under this effort will carry a six digit and a three digit number. The six digit number will be useful to the teacher in identifying the subject area, grade level, and strand of each instructional objective. The three digit numbers provide the State Education Agency a computerized system of keeping track of all subject area efforts in achieving the Eight Maturity Goals of the Board. Areas of emphasis, as well as potential areas of omissions, will be assessed and appropriate modifications made to include all of the objectives of the Maturity Goals in the total curriculum for Utah's Schools.

Example: Objective 319-101 (103)
319-101; The students will evaluate historical materials to weigh the evidence and interpretations presented by historical research. (103)



NUMBER CODE

SUBJECT AREAS - 1st digit in series

[0] 0 0 - 0 0 0 - Other
[1] 0 0 - 0 0 0 - Mathematics
[2] 0 0 - 0 0 0 - Science
[3] 0 0 - 0 0 0 - Social Studies
[4] 0 0 - 0 0 0 - Communications
[5] 0 0 - 0 0 0 - Music/Art
[6] 0 0 - 0 0 0 - Health/Phys. Ed.
[7] 0 0 - 0 0 0 - Driver/Safety Ed.
[8] 0 0 - 0 0 0 - Foreign Language
[9] 0 0 - 0 0 0 - Vocational/Career

LEVEL - 2nd & 3rd digits in series

0 [0 0] - 0 0 0 - 0 ┐
0 [0 1] - 0 0 0 - 1 │
0 [0 2] - 0 0 0 - 2 │
0 [0 3] - 0 0 0 - 3 │
0 [0 4] - 0 0 0 - 4 │
0 [0 5] - 0 0 0 - 5 │
0 [0 6] - 0 0 0 - 6 │ Instructional
0 [0 7] - 0 0 0 - 7 │ Sequence
0 [0 8] - 0 0 0 - 8 │
0 [0 9] - 0 0 0 - 9 │
0 [1 0] - 0 0 0 - 10 │
0 [1 1] - 0 0 0 - 11 │
0 [1 2] - 0 0 0 - 12 ┘
0 [1 3] - 0 0 0 - Primary
0 [1 4] - 0 0 0 - Intermediate
0 [1 5] - 0 0 0 - Middle School
0 [1 6] - 0 0 0 - High School
0 [1 7] - 0 0 0 - Beginning
0 [1 8] - 0 0 0 - Intermediate
0 [1 9] - 0 0 0 - Advanced

STRAND - 4th digit in series (Pages xvii and xviii)

0 0 0 - [1] 0 0 - Anthropology
0 0 0 - [2] 0 0 - Economics/Free Enterprise
0 0 0 - [3] 0 0 - Model UN

OBJECTIVES - 5th & 6th digits in series

0 0 0 - 0 0 1 - First objective in strand
0 0 0 - 0 9 9 - Last objective in strand

MATURITY - 1st digit in parenthesis

0 0 0 - 0 0 0 ([1] 0 0) - Intellectual
0 0 0 - 0 0 0 ([2] 0 0) - Ethical-Moral Spiritual
0 0 0 - 0 0 0 ([3] 0 0) - Emotional
0 0 0 - 0 0 0 ([4] 0 0) - Social
0 0 0 - 0 0 0 ([5] 0 0) - Physical
0 0 0 - 0 0 0 ([6] 0 0) - Environmental
0 0 0 - 0 0 0 ([7] 0 0) - Aesthetic
0 0 0 - 0 0 0 ([8] 0 0) - Productive

CURRICULUM GOALS - 2nd & 3rd digits in parenthesis

0 0 0 - 0 0 0 (0 [0 1])
to
0 0 0 - 0 0 0 (0 [1 8])

On page xi the curriculum goals for each of the eight maturities are listed and coded.

THE EIGHT MATURITIES AND RELATED CURRICULUM GOALS[1]

August 1977

1 INTELLECTUAL	2 ETHICAL-MORAL-SPIRITUAL	3 EMOTIONAL	4 SOCIAL	5 HEALTH AND PHYSICAL	6 ENVIRONMENTAL	7 AESTHETIC	8 PRODUCTIVE
01 Recognizing problems and issues.	01 Demonstrating a reverence for life.	01 Gaining acceptance by appropriate individuals and groups.	01 Interacting effectively in a group.	01 Supporting efforts to solve environmental health issues.	01 Observing and responding to beauty and orderliness.	01 Using the arts as a means of personal fulfillment.	01 Developing an appreciation of the dignity and importance of work.
02 Seeking and gathering data.	02 Respecting the dignity and worth of human beings	02 Enhancing a positive self-image.	02 Accepting responsibility for democratic social action.	02 Practicing preventive measures against the diseases of man.	02 Recognizing the necessity of balance in nature.	02 Recognizing that all art skills can be learned.	02 Striving to discover and develop one's own productive potential.
03 Analyzing and synthesizing data.	03 Respecting truth wherever found.	03 Understanding one's capabilities and limitations.	03 Supporting and strengthening the family as the basic social institution.	03 Achieving and maintaining a desirable level of physical fitness.	03 Acting with understanding of man's role in nature's balance.	03 Displaying a knowledge of a variety of art forms.	03 Planning for the future by establishing productive goals.
04 Formulating and testing assumptions.	04 Striving to discover "who am I" and "where am I going."	04 Perceiving life's realities - changing things one can and accepting things one cannot.	04 Respecting others in interpersonal relations.	04 Maintaining a desirable body weight.	04 Demonstrating a knowledge of the interrelatedness of technology, population density and pollution.	04 Mastering a variety of art skills usable throughout life.	04 Acquiring knowledge of a wide variety of work opportunities.
05 Choosing possible solutions or conclusions.	05 Living by a consistent personal and social code of ethics.	05 Permeating life with healthful emotions.	05 Committing oneself to group ideals and social regulations.	05 Practicing desirable body movement and posture.	05 Cooperating in the wise and multiple use of resources.	05 Seeing the relationships between nature and artistic expression.	05 Developing capabilities essential for selected work opportunities.
06 Evaluating results.	06 Respecting man's continual, and almost universal search for an understanding of a supreme power.	06 Gaining satisfaction from work.	06 Assuming effective leadership and followership roles.	06 Practicing principles of good nutrition.	06 Recognizing the worldwide problem for matching needs to production and distribution of resources.	06 Perceiving the aesthetic qualities of one's environment.	06 Recognizing, generally, that rewards are commensurate with the quality and amount of work performed.
07 Making suitable changes in attitude and behavior.		07 Accepting responsibility for one's decisions and actions.	07 Acting with understanding of worldwide human interdependence.	07 Mastering a variety of sports and recreational skills usable throughout life.		07 Including aesthetic experiences during leisure time.	07 Developing personal characteristics valued by employers or leaders.
08 Communicating freely and adequately points of view.		08 Seeking emotional release and rejuvenation through leisure activities.	08 Appreciating diverse national and international cultures.	08 Participating regularly in wholesome leisure pursuits		08 Exploring the arts as a means of understanding the cultures of the past and present.	08 Gaining knowledge of personal and family practices leading to economic independence and security.
09 Discriminating between fact and opinion, reason and emotion.		09 Understanding the role of emotions in human actions.	09 Utilizing one's environment intelligently.	09 Recognizing the health hazards of smoking.		09 Supporting the arts in society.	09 Contributing one's share for the operation of government and other appropriate service agencies.
10 Tolerating tentativeness of situations.		10 Achieving intellectual, emotional, physical, spiritual and social balance.	10 Utilizing educational and other institutions to improve the quality of life.	10 Recognizing the health hazards of the use and abuse of alcohol and other drugs.			10 Searching for and evaluating inventive ideas for potential career opportunities.
11 Recognizing and evaluating societal values.		11 Coping with the realities of life and death.	11 Developing and applying values consistent with the well-being of society.	11 Limiting the use of drugs to those prescribed.			
12 Respecting differing opinions.		12 Developing and displaying empathy.	12 Demonstrating loyalty to the United States.	12 Refraining from participation in or promotion of health and food fads.			
13 Setting and pursuing personal goals. (achieving)		13 Being open to new and varied experiences.	13 Cooperating in the interest of peace and welfare	13 Seeking professional medical services on a regular basis.			
14 Understanding the life processes.			14 Striving to achieve a balance between social stability and social change.	14 Practicing safety continuously.			
15 Mastering a variety of basic skills usable throughout life.			15 Participating in wholesome male-female relationships.	15 Demonstrating the capabilities to handle emergency situations.			
			16 Preparing for one's potential role as a marriage partner and as a parent.	16 Adjusting adequately to the physiological changes throughout life.			
			17 Practicing desirable personal care and grooming.				
			18 Understanding the effects of technological developments on man, societies and the world.				

BEST COPY AVAILABLE

[1]The curriculum goals are derived from the adopted Goals and General Objectives for Utah Schools.

INTRODUCTION

Social Studies continues to increase in importance as society identifies additional needs and concerns with which it feels the schools should deal. To the social sciences (history, geography, sociology, psychology, anthropology, economics, political science, and philosophy) have been added law-related education, values education, responsible parenthood, career education, international education, multi-cultural education, free enterprise education, and nutrition which have "cross-discipline" significance. All of these subjects are important to a dynamic social studies curriculum.

Even when the curriculum is composed of high quality content, teachers must also have expertise in selecting and implementing appropriate instructional goals and objectives if they are to meet the varied needs of students. Since factual knowledge and/or social indoctrination alone do not necessarily translate into responsible citizenship, the social studies curriculum should provide meaningful situations which assist students to investigate personal identity, strengths, concerns, questions, and problems as well as those of society, utilizing appropriate social science concepts and research tools. Students need programs which enable them to confront existing problems and issues and to progress toward becoming mature individuals.

Other institutions of society share with the schools a powerful influence upon the civic education of students. However, social studies provides the only structured school or community focus for the preparation of citizens.

To facilitate growth toward maturity and responsible citizenship is one of the guiding purposes of this course of study. Although topics are indicated for each level, teachers should capitalize on opportunities to examine issues and provide other appropriate learning activities as occasions arise. The previous course of study, Focus On Man, is an excellent resource and should be utilized to enrich social studies experiences.

In conclusion, a timely statement from a student: "I hope that I get a good social studies class next year. I like a class which is alive with activity, where I am reacting instead of being told, and where it will prepare me to be an effective citizen. Class should be like life itself. I could be challenged to take more responsibility for learning. I could encounter real-life problems in social studies. Man, I would like a class like that."

PHILOSOPHY OF SOCIAL STUDIES IN UTAH

People are social beings who need wholesome human relationships and productive problem solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent.

CITIZENSHIP EDUCATION

Development of the means whereby the essential processes, values, and capabilities which undergird that society can be perpetuated and improved is one of the major reasons for the existence of schools. This is the particular focus of social studies and is also one with which other disciplines can relate.

Finding and knowing one's self along with productive involvement in the concerns of society are emphasized in the social studies. These concerns will develop responsible, democratically-oriented citizens by confronting contemporary problems, issues, and possibilities for improvement. Therefore, students should be encouraged to develop inquiring minds rather than merely accepting and responding minds, analytical minds rather than merely passive and credulous minds, and should be given practice in bridging the gap between theory and reality.

INDIVIDUAL DIFFERENCES

Researchers in human development agree that individuals differ markedly in the way they learn, the speed at which they learn, and their motivation to learn. Social studies instruction should attempt to provide for individual learning styles and cultural differences of students. Students should be allowed to move ahead in the social studies at their own rates of learning. Some opportunities should be provided for free selection of topics within an area of study and a choice of learning activities. Students should become more responsible for their own learning. Many opportunities should be provided for them to become independent learners, to work to the best of their abilities, and to be seekers after truth.

VALUES EDUCATION

Social problems created by the knowledge explosion coupled to our tremendous technological gains, need the help of values education for their solutions. In connection with this, it might be stated here that "the test of intelligence is not how much we know how to do, but how we behave when we don't know what to do." Social studies should increase "copeability" - the speed and economy with which a person can adapt to the continual and rapid change so typical of today's world.

J. Martin Klotche, in his book, For What Do We Educate, stated, "For on the one hand we are technically superb, but on the other, we are humanistically illiterate. We seem capable of any scientific miracle, but we are unable to fathom its moral consequences." Well-taught, interdisciplinary social studies can place man in command rather than subservient to the wonderful technology he is creating. This will include the emphasis on principles such as moral responsibility, devotion to truth, the brotherhood of man - all of which grows out of one which is basic to them all - recognition of the dignity and worth of the individual.

STATE REQUIREMENTS

The Utah State Legislature and Board of Education have set a number of standards which determine the curriculum of many disciplines taught in Utah's public schools. The following requirements, while having cross-discipline implications, should receive major emphasis in the social studies.

Legislated Requirements

A. Constitution of the United States.

Instruction shall be given in the Constitution of the United States (53-1-1).

B. Special Emphasis to Education for Citizenship

Persons employed to give instruction are to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the Constitution of the United States, and the Constitution of Utah, respect for parents and home, the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and will better prepare our youth for a richer, happier life. (53-14-10)

C. Essentials and Benefits of the Free Enterprise System

All public high schools are required to give instruction on the essentials and benefits of the free enterprise system. (53-14-7.5)

State Board of Education Requirements

A. High School Graduation Requirements

Demonstrated Functional Competencies. Students shall have demonstrated functional competence in five basic skills, one of which: process and structure of democratic governance has special significance to the social studies.

B. Senior High School Program of Studies

1. Each student will complete two (2) units of social studies credit. (One unit must be in American History and Government.) Education for Parenthood taught in regular classes, special seminars, etc. may satisfy one-half unit and Economics may satisfy one-half unit.

2. Each high school must offer the following social studies subjects to students who desire to take them:

   a. World History
   b. America's Social and Economic Problems

C. Junior High/Middle School Program of Studies

1. Required Program of Studies

Local school districts will guarantee that students - - - according to their individual educational program chosen and capabilities - - - will be assured instruction in the area of Social Studies (Including Utah and U.S. History).

2. Provision for Class Discussions and Student Interaction

Sufficient attendance shall be required in courses and programs to promote opportunity for students to receive the educational benefits of extensive class discussions and interaction with others. This shall be given particular attention in schools with provision for earning credit on a performance basis.

AN OVERVIEW OF THE COURSE OF STUDY AND KEY TO CODES

The Goals and Objectives listed in this Course of Study represent a basic program that would be considered minimal at the tenth through twelfth levels and may be taught on either a semester or full-year basis.

Citizenship education is aimed at contributing to students' knowledge and understanding of political institutions, developing more effective students, increasing their understanding of civic rights and obligations, and contributing toward their being responsible participants in civic affairs. Objectives relative to citizenship education have been listed in each subject, and the teacher is encouraged to insure that they are included in their instruction.

The Course of Study is organized so that coded instructional objectives appear in the extreme left hand column. The objective is printed and coded with the maturity involved. Many objectives have additional coding after the maturity, referring to horizontal curriculum strands as follows:

(V)= Values Education, (C)= Career Education, (N)= Nutrition Education, (P)= Responsible Parenthood Education, and (I)= International Education. In the right hand columns appear the goal emphasis (see page xvi). The letter "B" under the goal signifies that the objective relates basically to that goal. The letter "S" signifies a supportive relationship.

OVERVIEW OF RESOURCE FILE

The separate resource file cards printed and coded for each instructional objective will be available for each teacher, to accompany the Course of Study. The file will contain sample activities for many of the objectives so that teachers may use these in classroom instruction and build an actual file for the social studies program. Teachers are encouraged to use the activities provided and to add their own using the resource file card provided.

THE GOALS OF SOCIAL STUDIES EDUCATION

The primary purposes of social studies should include:

SOCIALIZATION, aimed at helping the individual become an effective member of social groups.

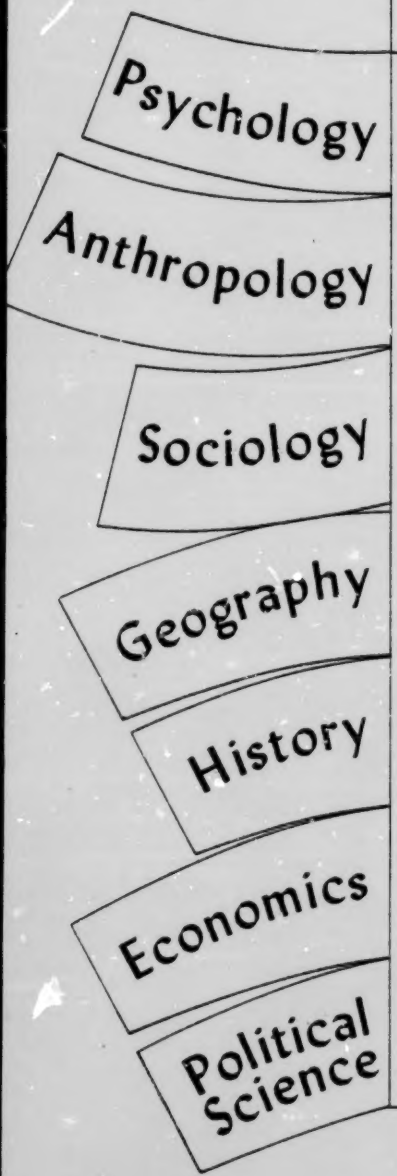
DECISION-MAKING PROCESSES, aimed at helping the individual make effective use of intellectual skills in reaching decisions about personal and social concerns.

VALUES AND VALUING, aimed at helping the individual identify, examine, formulate, and evaluate personal values, to enjoy self worth, individual and cultural similarities and differences, and to act in accord with societal values.

RESPONSIBLE CITIZENSHIP, aimed at helping the individual become a more concerned, knowledgeable, and participating citizen who uses more effectively the process of representative-democratic government.

SKILLS, KNOWLEDGE, AND UNDERSTANDING, aimed at helping the individual acquire and utilize information, map and globe skills, and work-study skills through the social science disciplines as they deal with personal and social concerns.

SOCIAL STUDIES PROGRAM:

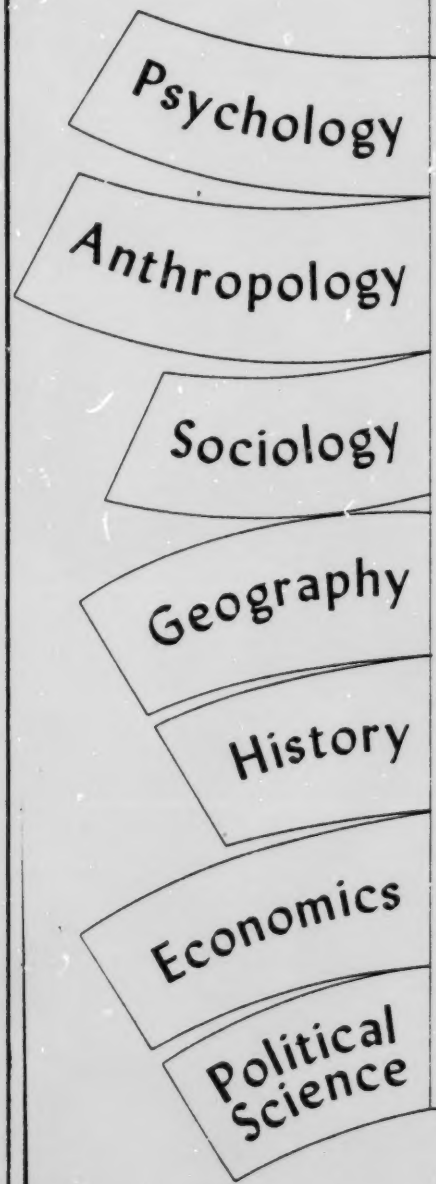


Level Placement	0	1	2
Content	Home, School, Neighborhood	Home, School, Neighborhood	Community Relationships
MASTERY UNDERSTANDINGS	Each individual is unique and has worth and dignity.	Individuals are alike yet different.	Each individual has talents and strengths and it is possible for the individual to develop them.
	One's life style is influenced by culture and tradition.	Likenesses and differences exist among families.	Individuals are a product of their culture and acceptance of their culture enhances self-identity.
	Individuals live in groups and learn from one another.	The family is the basic source of most fundamental and necessary learning.	The personal development of individuals is affected by their social environments.
	Individuals live in different environments.	Where people live influences how they live.	Geographic factors influence where and how people live and what they do.
	The individual's events, traditions, and customs have roots in the past.	Though change is constant, many things continue.	Because change is constant, life in any community differs from the past, but some traditions continue.
	The individual has unlimited wants but limited resources.	The consumer must decide which needs will be satisfied and which will be sacrificed.	In a work-oriented society, individuals perform tasks to provide goods and services for themselves and others.
	Rules are necessary to protect the individual.	Rules are necessary to govern the behavior of individuals within groups.	Groups establish rules which specify roles of authority and procedures for enforcing such rules

SCOPE AND SEQUENCE

3	4	5	6
Comparative Communities and Environments	Living in groups in Differing Environments	Environments and Cultures: The Western World	Environments and Cultures: The Eastern World
The feelings of individuals are reflected in their behavior.	There are ways in which an individual copes with feelings in order to deal with frustration.	How individuals behave toward each other is influenced by how other individuals behave toward them.	Individuals have control over and are responsible for their behavior.
Communities are comprised of different cultures which can enhance an understanding of self and others.	Present-day life styles are influenced by diverse cultural traditions and these learned behaviors are a means by which a culture continues and develops.	People identify and use resources in ways shaped by their culture.	Cultures within a society may have conflicts which often become the stimulus for social change.
The social environment is made up of many different groups.	Social behavior is learned through group interaction.	Social systems reflect and are shaped by the values of interacting groups.	Every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within society.
People utilize natural resources to meet their basic needs and these resources must be protected and conserved.	The geographical features of places within Utah and other areas of the world vary and contribute to their distinctiveness.	The geographical features of places within the western hemisphere vary and contribute to their distinctiveness.	The geographical features of places within the eastern hemisphere vary and contribute to their distinctiveness.
Change in communities is often the result of technological advancement which is often evident in methods of transportation and urbanization.	The development of Utah's communities is somewhat different from that of other states.	The western hemisphere's historical past influences the present.	The eastern hemisphere's historical past influences the present.
Specialization increases productivity and leads to increased interdependence among individuals and communities.	Economic systems provide for the production and distribution of goods and services.	Patterns of buying and selling relate to economic choices and ultimately to available resources.	The many uses of economic resources and decisions regarding their production are related to social values.
The purpose of government is to protect and serve the needs of citizens.	Every society has established some formal system for social control.	Democratic forms of government include roles of authority.	The way in which leaders are chosen varies according to the political system.

SOCIAL STUDIES PROGRAM



Level Placement	7	8
Content	Utah Studies	United States History
MASTERY UNDERSTANDINGS	The satisfaction of needs is a strong motivating force in determining individual behavior.	An individual's alternatives for solving problems may produce conflict, but the choice made, orders priorities.
	Changes occur when formerly distinct cultures come together, thus resulting in acculturation.	The American heritage reflects many diverse cultures.
	The behavior of individuals is influenced by the social system of which they are a part.	Life style and social behavior are a result of cultural traditions.
	The high, dry plateau of the Great Basin had a strong influence on the culture which emerged in Utah.	Although physical conditions influence the lives of people, the people themselves have the ability to modify their environment to suit their own needs and purposes.
	The history of Utah represents its cultural heritage and the various people and cultures of all historical periods have made contributions to Utah.	The events and acts of early America reflected the beliefs and attitudes of the people of that period and provided roots for the subsequent development of the United States.
	Economic decisions, whether by individuals or groups, can effect the total economy of Utah.	Economic decisions and experiences of the people of historical America influenced the development of the nation.
	Utah's government, though unique in some respects, parallels the governments in other states.	Our democratic government was established to provide for the general welfare and to protect the rights of individual citizens.

SCOPE AND SEQUENCE

9	10-12	10-12
World Geography and General Social Studies	U.S. Studies	Advanced Placement European History
There are various ways to resolve inner conflicts and people resolve inner conflicts in different ways.	A technological society is complex and is characterized by rapid and dynamic changes and the adjustment of individuals requires constant refinement and coping skills.	Advanced Placement U.S. History
Every society, however primitive, has formed its own system of beliefs, knowledge, values, traditions, and skills that can be called its culture.	Society must continuously evaluate and modify its culture in order to adjust to changing conditions.	Anthropology
Modifications within a social system reflect the changing needs and values of groups within a society.	In order to meet individual and group concerns, societies organize themselves into subgroups that in time may be institutionalized.	Economics/Free Enterprise
Choices made by people in adapting to their environment depend on economic resources, levels of technology, geographic features, and the like.	A nation's development is influenced by adaptation to its geographic location and use of its natural resources.	Law-Related Education
Cultures and civilizations of the past have contributed to and are reflected in contemporary societies of the world.	Different factors contribute to changes in contemporary society and the effects of these changes are felt by the people within the society.	Model United Nations
Increased production and specialization have made the people of the world interdependent.	Varying economic pressures have been determining factors in the utilization of American resources in the free enterprise system.	Psychology
Systems of government vary according to decisions, policies, and laws of a given society.	Citizenship requires understanding the processes and structure of democratic governance.	Sociology
		U.S. Government
		U.S. Problems
		World Cultures

INSTRUCTIONAL OBJECTIVES

LEVEL 11 - 12

CONTENT - ADVANCED PLACEMENT - EUROPEAN HISTORY

This course places attention upon understandings equivalent to those gained in a college level introductory course; emphasis is on the general narrative of European history from 1450; the study also includes an examination of the political and diplomatic, intellectual and cultural, and social and economic history of Europe.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
319-201	The students will evaluate historical materials to weigh the evidence and interpretations presented by historical research. (103)(V)		B	S		B
319-202	The students will describe the social, intellectual, and political modernization of Europe's changing position in the world, describing the major events and chronology from approximately 1450 through the mid-1970's. (103)(I,V)			S	S	B
319-203	The students will analyze (using factual knowledge) the following themes in modern European history and interrelate categories or trace developments in a particular category through several chronological periods:					
	Political and Diplomatic History					
a.	The rise and functioning of the modern state in its various forms. (103)(V,I)		S	S		B
b.	The development of political parties and ideologies. (103)(V,I)		S	S	B	
c.	The extension and limitation of individual civil liberties. (103)(V,I)		S	S	B	
d.	The development and growth of nationalism. (103)(V,I)			S	S	B
e.	Forms of political protest, reform, and revolution. (103)(V,I)		S	S	S	B
f.	Colonialism and imperialism: relationship of European and non-European powers, including decolonization. (103)(V,I)		S	S		B
g.	Relationship between domestic and foreign policies. (103)(V,I)			S	S	B
h.	Efforts to restrain interstate conflict: treaties, balance of power diplomacy, and international organizations. (103)(V,I)			S	S	B
	Intellectual and Cultural History					
i.	The secularization of learning and culture. (103)(V,I)		S	S		B
j.	Changes in religious thought and organization. (103)(V,I)		S	S		B

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
k.	The scientific revolution and its consequences. (103)(V,I)			S	S	B
l.	Major trends in literature and the arts as statements of cultural values and as historical evidence. (103)(V,I)	S		S		B
m.	Developments in social thought (economic and political theory). (103)(V,I)	S		S	B	
n.	The spread of literacy. (103)(V,I)			S		B
o.	The diffusion of new intellectual concepts among different social groups. (103)(V,I)		S	S		B
p.	Changes in popular culture such as the development of new attitudes toward religion, toward the family, and toward work. (103)(V,I)			S	S	B
	Social and Economic History					
q.	The role of the city in transforming cultural values and social relationships. (103)(V,I)			S	S	B
r.	The shift in social structures from hierarchal orders to modern social classes. (103)(V,I)			S	S	B
s.	Changes in the nature of elites and their interaction with the lower classes. (103)(V,I)	S		S	S	B
t.	The development of commercial practices and their economic and social impact. (103)(V,I)		S	S	B	S
u.	The origins, development, and consequences of industrialization. (103)(V,I)		S	S		B
v.	Changes in the demographic structure of Europe. (103)(V,I)			S		B
w.	Change and continuity in the European family structure and relationships. (103)(V,I)		S	S		B
x.	The growth of competition and interdependence in national and world markets. (103)(V,I)		S	S	S	B
y.	The relationships between private and state contributions to economic growth. (103)(V,I)			S	S	B
319-204	The students will use and analyze primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence to study historical events. (103)(V)	S	B	S		
319-205	The students will take notes from both printed materials and lectures or discussions. (102)		S			B
319-206	The students will write essay examinations. (104)		S			B
319-207	The students will write analytical and research papers. (106) (V)		S	S		B

	GOALS				
	Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
319-208 The students will express themselves orally and in writing with clarity and precision. (108) (V, P)		S	S		B
319-209 The students will correctly cite sources and credit the phrases and ideas of others. (102)		S			B

LEVEL 11 - 12

CONTENT - ADVANCED PLACEMENT UNITED STATES HISTORY

This course is a survey study equivalent to the demands of an introductory college course in United States history. Emphasis is on the period from the colonial period to the present; attention to in-depth consideration by means of a chronological or topical approach or a combination of the two; political, social, economic, and cultural treatment.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
319-101	The students will evaluate historical materials to weigh the evidence and interpretations presented by historical research. (103)(V)		B	S		S
319-102	The students will describe the major political, economic, social, literary, and cultural history of the United States in the following time frames:					
	a. The Colonial Period. (103)(V)			S	S	B
	b. The American Revolution. (103)(V)			S	S	B
	c. The Jacksonian Period. (103)(V)			S	S	B
	d. The Civil War and Reconstruction. (103)(V)			S	S	B
	e. Populism and Progressivism. (103)(V)			S	S	B
	f. The New Deal. (103)(V)			S	S	B
	g. International affairs and domestic change in the post-1945 period. (103)(V,I)			S	S	B
319-103	The students will analyze (using factual knowledge) the following problems:					
	a. The character of colonial society. (103)(V)	S	B	S		
	b. British relations with the Atlantic colonies in North America. (103)(V,I)	S	B	S		
	c. The motivations and character of American expansionism. (103)(V)	S	B	S		
	d. The content of the Constitution and its amendments and their interpretations by the Supreme Court. (103)(V)	S	B	S		
	e. The growth of political parties. (103)(V)	S	B	S		
	f. The changing role of government in American life, including both its early history and emergence of regulatory and welfare-state legislation in the modern period. (103)(V)	S	B	S		
	g. Nationalism, agrarianism, liberalism, conservatism, abolitionism, and other such movements in their intellectual and political expressions. (103)(V)	S	B	S		
	h. Long-term democratic trends. (103)(V)	S	B	S		
	i. The process of economic growth and development. (103)(V)	S	B	S		
	j. The changing occupational structure, nature of work, and labor organization. (103)(V)	S	B	S		

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
	k. The origins and nature of black slavery in America. (103)(V)	S	B	S		
	l. Immigration and the history of racial and ethnic minorities. (103)(V,I)	S	B	S		
	m. Urbanization. (103)(V)	S	B	S		
	n. The causes and impacts of major wars in American history. (103)(V,I)	S	B	S		
	o. Major movements and individual figures in the history of American arts and letters. (103)(V)	S	B	S		
319-104	The students will use and analyze primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence to study historical events. (103)(V)	S	B	S		
319-105	The students will take notes from both printed materials and lectures or discussions. (102)		S			B
319-106	The students will write essay examinations. (115)		S			B
319-107	The students will write analytical and research papers. (115)(V)		S			B
319-108	The students will express themselves orally and in writing with clarity and precision. (115)(P,V)		S	S		B
319-109	The students will correctly cite sources and credit the phrases and ideas of others. (102)		S			B

LEVEL 10 - 12

CONTENT - ANTHROPOLOGY

This course provides the student with an opportunity to study mankind in relationship to the environment, cultural background and development, and contemporary affairs.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-101	The students will define anthroplogy. (103)		S			B
317-102	The students will identify the four main branches of anthropology: physical anthropology, cultural anthropology, linguistic anthropology, and archaeology. (103)		S			B
317-103	The students will distinguish between classical archaeology and prehistoric archaeology. (103)		S			B
317-104	The students will identify the other social sciences and sciences that are related to anthropological knowledge. (103)		S			B
317-105	The students will differentiate between ethnology and ethnography. (103)		S			B
317-106	The students will define ethnocentrism and discuss its effects upon a culture. (408) (I,V)	S	S	S		B
317-107	The students will compile several definitions of culture and adopt one central definition such as "Culture is the whole of humankind's learned behaviors." (103)(I,V)		S	S		B
317-108	The students will differentiate between "culture," "a culture," and "subculture." (102)(I)		S			B
317-109	The students will distinguish between animal societies and human societies and will identify common behavioral characteristics of each, including instinct, reflexes, biological drives, etc. (114)(V)	S	S	S		B
317-110	The students will identify vocabulary that is particular and common to anthropologists in each of the four branches of the discipline. (103)	S	S			B
317-111	The students will identify the major theories and theorists concerning the origin of life on earth. (114)(V)	S	S	S		B
317-112	The students will formulate their own theory of the origin of life. (104)(V)	S	B	S		
317-113	The students will explain the difference between spontaneous generation and natural selection theories of evolution. (114)(V)	S	B	S		

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-114	The students will describe the DNA process and current theories of cell reproduction and replication. (114)	S	S			B
317-115	The students will identify the fossil timetable known to man from the Archeozoic Geologic Era to the Cenozoic Era. (201)	S	S			B
317-116	The students will identify common characteristics in all primates and will differentiate between lower primates, including the ape family and upper primates including modern human beings, according to anthropological theory. (201)(V)	S	S	S		B
317-117	The students will identify the broad classification of races of human beings and the physical and cultural distinctions of each. (202)(V,I)	S	S	S		B
317-118	The students will describe the basic tasks of an archaeologist and the training required to become one. (804) (C)		S			B
317-119	The students will identify the methods of archaeological excavation, including emergency, salvage, underwater, and classical. (103)		S			B
317-120	The students will explain the Antiquities Act and its importance to preservation and archaeology. (601) (V)		S	B		S
317-121	The students will identify the different types of dating techniques used in archaeology and the limitations of each method. (103)	S	S			B
317-122	The students will identify the cultural development of human beings from early civilizations in the Middle East, with a particular focus on tool development and its impact on culture in general. (408)(V,I)	B	S	S		
317-123	The students will identify the three major ages of cultural development: paleolithic, mesolithic, and neolithic and the major cultural achievements of each. (103) (V)	B	S	S		
317-124	The students will identify and trace the development of new world cultures and will cite specific cultural accomplishments of each. (103)(V,I)	B	S	S		

		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-125	The students will identify kinship concepts, terms, and systems used in a variety of cultures and will indicate the effect this type of organization has on society. (403)(I,V)	B	S	S		
317-126	The students will document the importance of kinship ties and cite functions that kinship plays in two non-industrialized societies. (403) (V)	B	S	S		
317-127	The students will identify the concepts of cooperation and conflict, and the part each plays in a society. (404)(V)	B	S	S		
317-128	The students will identify various theories concerning the origin of religion in human culture. (206) (V)	S	B	S		
317-129	The students will identify religious practices and beliefs for cultures in both the new and old world. (206)(V)	S	B	S		
317-130	The students will describe the arts of various cultures in both the new and old world and identify the association between the "arts" and the religious beliefs and practices of various groups. (703) (I,V)	S	B	S		
317-131	The students will list the "arts" that anthropologists study including painting and the visual arts, folklore, music, dance, and architecture. (703) (I, V)	S	B	S		

LEVEL 10 - 12

CONTENT - ECONOMICS/FREE ENTERPRISE

This course is designed to give students an understanding of economic problems and the methods by which societies solve those problems, the principles and processes of economics, and the fundamental principles and benefits of the American free enterprise system.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-201	The students will define economics. (102)					B
317-202	The students will explain the economizing problem and discuss the basic economic questions. (102)	S	S			B
317-203	The students will name and briefly evaluate three types of economic systems and, in general, describe how each attempts to answer the basic economic questions. (106)(V)	S	S			B
317-204	The students will identify and briefly explain the economic goals in the American economy. (103)(V)	S	S	S		B
317-205	The students will discuss some of the incompatibilities of the American economic goals. (108)(V)	S	S	B		
317-206	Given supply and demand schedules, the students will graph the supply and demand curves. (103)		S			B
317-207	The students will identify the market equilibrium point on a supply and demand graph. (103)		S			B
317-208	The students will define the law of demand and the law of supply. (103)					B
317-209	The students will explain the rationing function of price. (103)		S			B
317-210	The students will describe the effects which population, income, taste, future expectations, substitutes, and complements have on demand. (103)		S			B
317-211	The students will diagram and explain the free market model. (606)(V)			S		B
317-212	The students will describe the effects which production techniques, resource prices, prices of other goods, number of producers, and future price expectations have on supply. (103)			S		B
317-213	The students will describe the function of advertising in the free enterprise economy. (103)(V)		S	S		B

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-214	The students will explain the function of profits in the free enterprise system. (103)(V)		S	S		B
317-215	The students will describe the effects which opportunity cost, fixed cost, variable cost, total cost, marginal cost, and average cost have on the productivity of goods or a service. (103)(V)		S	S		B
317-216	The students will discuss the interaction of demand and supply and how they determine prices and quantities of goods and services in a nonplanning free market system. (606)					B
317-217	The students will explain the advantages and disadvantages of the free enterprise system. (806) (V)		S	B	S	
317-218	The students will explain the importance of both households and businesses in the free enterprise system. (808)(P,V,C)	S		B	S	
317-219	The students will list and discuss the advantages and disadvantages of the single proprietorship, partnership, cooperative and corporation forms of business organizations. (103)(V)		S	B	S	
317-220	The students will define and differentiate between stocks and bonds as corporate securities. (103)					B
317-221	The students will discuss the advantages to businesses of combining their assets for the purpose of "monopolizing" the market. (803)(V)		B	S		S
317-222	The students will define the different business combinations and identify the laws that have been adopted in an effort to control these combinations. (103)(V)	S		S	S	B
317-223	The students will describe the effects which specialization and comparative advantage have on productivity and interdependence. (103)		S			B
317-224	The students will explain what is meant by a mixed economy. (108)(V)			S		B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-225	The students will list and discuss the various functions of government in the economy. (103)(V)		S	S		B
317-226	The students will differentiate between private and social goods. (103)(V)			S		B
317-227	The students will explain the advantages and difficulties of maintaining competition in the free enterprise system. (103)(V)			B	S	S
317-228	The students will briefly discuss the methods the government uses to help stabilize the economy and evaluate its success. (115)(V)	S	B	S	S	
317-229	The students will list and define the several taxes used to help finance government expenditures. (102)	S	S			B
317-230	The students will explain a balanced budget, surplus budget, and a deficit budget as they apply to government finance. (102)					B
317-231	The students will evaluate some of the pros and cons of the national debt. (106)(V)		S	B		S
317-232	The students will define aggregate supply and aggregate demand. (103)		S			B
317-233	The students will define and explain the importance of each of the major social accounts: Gross National Product, Net National Product, National Income, Personal Income, and Disposable Income. (103)(V)		S	S		B
317-234	The students will illustrate the Gross National Product by using both the expenditures and income approaches. (115)					B
317-235	The students will explain why it is important to adjust the major social accounts to a constant dollar value when using them to measure economic progress. (115)(V)			S		B
317-236	The students will explain the importance of population growth as the standard of living is considered. (604)(V)		S	B		S
317-237	The students will identify the categories of consumption which affect the level of total income. (103)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-238	The students will explain the multiplier principle as pertaining to income, consumption, and savings. (103)					E
317-239	The students will calculate the marginal prospensity to save. (103)					B
317-240	The students will compute the multiplier and explain its use once it has been determined. (103)					B
317-241	The students will define money and explain its basic function. (103)					B
317-242	The students will identify the basic kinds of money in the American economy (coins, paper money, and demand deposits) and explain the importance of each. (103)					B
317-243	The students will identify the component parts of the Federal Reserve System and discuss the roles of each. (103)					B
317-244	The students will make appropriate entries on a bank balance sheet when a bank makes a loan and when the check is cleared through the associated banks. (103)					B
317-245	The students will describe the quantitative and qualitative controls of monetary policy. (103)(V)		S	B		
317-246	The students will identify fiscal policy controls and make decisions relative to appropriate stabilizing policies. (105)(V)		S	S		B
317-247	The students will differentiate between discretionary and nondiscretionary fiscal policy. (103)		B			S
317-248	The students will identify problem areas of the market and planned economic systems as they seek to satisfy the economizing questions. (103)(V)		B	S		S

LEVEL 10 - 12

TITLE - LAW-RELATED EDUCATION

Law Related Education encompasses the application of knowledge and attitudes in five areas: responsibilities, law and justice, rights, governmental function and process, and civic participation.

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
317-701	Students will identify the benefits that a citizen receives from a system of law. (205)(P,V)	S	S	S	B		
317-702	Students will describe the structure and major functions performed by the federal, state, and local governments. (402)(P,V)	S		S	B		
317-703	Students will show how to participate in government at all levels, such as how to register to vote, report crimes, and pay taxes. (402)(P,V)	S	S	S	B		
317-704	Students will list what rights and freedoms are guaranteed to American citizens in the U.S. Constitution. (412)(P,V)	S		S	B		
317-705	Students will outline the processes of making, enforcing, and interpreting law in the United States. (402)(P,V)	S		S	B		
317-706	Students will identify basic responsibilities of good citizenship in our society and explain its relationship to the citizen in the political and legal processes. (412)(P,V)	S		S	B		
317-707	Students will explain the functions and limitations of the court system. (103)(P,V)			S	B	S	
317-708	Students will identify the functions and limitations of the law enforcement system. (402)(P,V,C)	S		S	B	S	
317-709	Students will explain the legal means of resolving conflict. (205)(P,V)		S	S	B		
317-710	Students will describe the processes of making, enforcing, and interpreting law in the United States. (405)(P,V)			S	B	S	
317-711	Students will relate knowledge of the law to personal transactions. (402)(P,V)			S	B	S	
317-712	Students will describe the selection processes for elected and appointed officials. (105)(P)		S		B	S	

B=Basic
S=Supportive

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
317-713	Students will define the term democracy and will be able to describe basic democratic values such as liberty, justice, equality, consent of the governed. (402)(V)			S	B	S	
317-714	Students will differentiate between procedures of the juvenile and adult court systems, as well as the laws which govern each. (103)(P,V)		S	S	B		
317-715	Students will differentiate between civil and criminal law. (103)(P)		S		B	S	
317-716	Students will indicate the most likely consequence a person would face when a citizen abuses a right. (205)(P,V)		S	B	S		
317-717	Students will list the basic elements in a contract. (103)(P)	S			S	B	
317-718	Students will identify and evaluate the rights that are protected by the constitution and the Bill of Rights. (402)(P,V)		S	B	S		
317-719	Students will identify alternative viewpoints, interests and values of a legal and political issue. (402)(P,V)			S	S	B	
317-720	Students will describe the limits of the legal process. (111)(P,V)		B	S	S		
317-721	Students will list the rights and responsibilities of a consumer. (103)(P,V)			S	S	B	
317-722	Students will know and value individual, societal, and constitutional rights. (111)(P,V)	S		B	S		
317-723	Students will understand how laws are changed. (103)(P,V)			S	S	B	
317-724	Students will describe the nature and purpose of lobbying. (402)(P,V)			S	B	S	
317-725	Students will analyze the meaning of due process. (103)(P,V)			S	B	S	
317-726	Students will develop a desire for honoring, obeying, and sustaining the law. (205)(P,V)	S		B	S		

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-727	Students will show a willingness to sacrifice some of their rights to insure the rights and freedoms of their fellow human beings. (202)(P,V)	S		B	S	
317-728	Students will demonstrate an understanding of the need for constitutional, criminal, and civil laws. (402) (P,V)			S	B	S
317-729	Students will demonstrate an understanding and the ability to distinguish between deviant, delinquent, and criminal behavior. (102)(P,V)	S		S	S	B

LEVEL 10 - 12

CONTENT - MODEL UNITED NATIONS

Provides an opportunity for students to study in depth the structure and workings of the United Nations. Students will ordinarily assume the role of a country (or countries) in the United Nations, become knowledgeable about all aspects of its culture, politics, economics, and its problems that it is trying to solve within the United Nations organizations. The students must have an understanding of the structure and workings of the United Nations in order to participate effectively in the "mock" Model United Nations Conference held during the spring of each year at the University of Utah.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-301	The students will explain the statements that demonstrate the concept of a single society. (407) (V, I)	S		S	B	
317-302	The students will chart the development of a shrinking world. (407) (I, V)	S		S	B	
317-303	The students will define the philosophy of global interdependence. (408) (I, V)	S		S	B	S
317-304	The students will articulate the philosophy of a global society. (408) (I, V)		S	S	B	
317-305	The students will cite the parallels between the history of the United Nations and the League of Nations. (103) (I,V)			S		B
317-306	The students will identify the causes leading up to the formation of the United Nations. (102)(I, V)			S		B
317-307	The students will compare and discuss ten major world conferences leading to the organization of the United Nations. (103) (I)					B
317-308	The students will reconstruct the early history of the United Nations. (103) (I)				S	B
317-309	The students will chart the early organization of the United Nations. (103) (I)					B
317-310	The students will, in their own words, give a comprehensive statement as to their understanding of the statement, "The universal dignity of humankind." (202) (I, V)			B	S	
317-311	The students will infer from documents the difficulties of armed conflict in settlement of international disputes. (413) (I, V)		B	S	S	

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-312	The students will formulate alternate methods of settling disputes rather than resorting to war. (413)(I,V)			B		
317-313	The students will restate the organization of the Security Council. (103)(I)					B
317-314	The students will justify the reasons for having permanent members and will predict the possible modification of this policy. (105)(I,V)		B	S		
317-315	The students will enumerate and classify the types of issues, including crisis situations, that are dealt with by the Security Council. (102)(I)		B			
317-316	The students will describe the structure, including the procedure for obtaining a seat of the non-permanent nations. (103)(I)					B
317-317	The students will reconstruct some recent actions of the Security Council and will identify the areas of the world in which the actions took place. (102)(I,V)		B	S	S	
317-318	The students will document the structure of the Political and Security Committees. (102)(I)					B
317-319	The students will restate and explain the nature of the agenda that is dealt with by the Political and Security Committees. (103)(I)		B			
317-320	The students will analyze the tasks of the Political and Security Committee and formulate plans to increase its productivity. (103)(I,V)		B	S		
317-321	The student will categorize the combined missions of the Special Political Committee. (102)(I)		B			
317-322	The student will discuss the local operation of the Special Political Committee in a native country. (103)(I)				B	
317-323	The students will intelligently discuss major topics before the current Special Political Committee. (103)(I,V)		B	S		S
317-324	The students will distinguish the characteristics that make the Social, Humanitarian, and Cultural Committee unique. (103)(I,V)		B			

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-325	The students will defend differing country policies in relationship to the work of the Social, Humanitarian, and Cultural Committee. (103) (I,V)			B		
317-326	The students will distinguish what are appropriate agenda items for the Social, Humanitarian, and Cultural Committee and what items should be forwarded to the Secretariat for other action. (103) (I)		B			
317-327	The students will reconstruct the structure of the Legal and Financial Committee and explain the reason for its current composition. (103) (I, V)		S	S		B
317-328	The students will describe the unique role of the Legal, and Financial Committee , demonstrating how it determines the amount of finance required from each country. (103)(I)		B			S
317-329	The students will explain the structure of the Disarmament Committee. (103)(I,V)		B	S		
317-330	The students will discuss the role of the Disarmament Committee in presenting viable alternatives to armed conflict for the resolution of international problems. (103)(I,V)		B	S		
317-331	The students will identify potential "hot spots" in the world in light of arms traffic and will suggest how the Disarmament Committee may help resolve the conflict without the use of arms. (103)(I,V)			S		B
317-332	The students will explain current issues of importance before the Social Commission. (413)(I,V)		B	S		
317-333	The students will describe the issues that can be solved by the Social Commission and those issues that should be referred to the Secretariat for further action. (103)(I, V)		B	S		
317-334	The students will formulate new issues that could be solved by the Social Commission. (103)(I,V)			S		B
317-335	The students will analyze the operation of the Committee for Europe and Latin America and will develop issues that could be brought before this committee for possible resolution. (103)(I, V)			S		B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-336	The students will evaluate current problems in the world and find possible solutions for them through the auspices of the United Nations. (413) (I, V)		B	S	S	
317-337	The students will defend each country's policy in the Committee for Europe and Latin America based on the current country's stand on given issues. (104)(I, V)		S	S		B
317-338	The students will describe the function and the structure of the Committee for Asia, the Pacific, and Africa. (103) (I)	S				B
317-339	The students will explain how the Committee for Asia, the Pacific, and Africa develops issues and resolves them in the international community. (103) (I)		S			B
317-340	The students will categorize past issues that have been successfully resolved by the Committee for Asia, the Pacific, and Africa. (103) (I, V)		S	S		B
317-341	The students will evaluate the position of UNESCO on the issues of birth control, abortion, sex role stereotyping, and related matters. (102) (I,V)		S	S		B
317-342	The students will explain at least two issues that have been presented to UNESCO and will relate how UNESCO has been instrumental in resolving the problem. (103)(I,V)		S	S		B
317-343	The students will relate to local humanitarian issues and the efforts of UNESCO. (304)(I, V)			B		
317-344	The students will discuss world food shortages and will explain the role that FAO plays in world food distribution. (606)(I,V)		S	S		B
317-345	The students will formulate plans to generate sympathy for the nations assisted by FAO. (305)(I,V)		B	S		
317-346	The students will participate in proper debate within the framework of debate procedure for the United Nations. (115) (I)					B
317-347	The students will use the amending process to amend resolutions. (115) (I)					B

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-348	The students will effectively detect point of personal privilege inferences. (115)(I)				B	
317-349	The students will rewrite existing resolutions to accurately reflect their country's policy. (115) (I)		S			B
317-350	The students will defend their country's policy on recent agenda items. (115)(I,V)		S	S		B
317-351	The students will draw long term conclusions for their country, based on present data reflecting their country's current policy. (103)(I,V)		B	S		
317-352	The students will effectively table, and otherwise impede, resolutions which may damage their country's image at the United Nations. (115) (I)				B	
317-353	The students will explain block strategy and will describe how to align block power and voting structures. (103)(I)					B
317-354	The students will explain their country's policy and its voting strategy so that they will effectively become an agent of the country they represent. (103) (I,V)		S	S		B

LEVEL 10 - 12

CONTENT - PSYCHOLOGY

Provides an opportunity for students to study some elements of individual and group psychology. Students investigate how the knowledge and methods of psychologists are applied to the solution of human problems.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-401	The students will define psychology. (102)		S			B
317-402	The students will identify learning as the ability to do something that they have not done before. (107)	S	B			S
317-403	The students will discuss learning processes and their relationships—task, technique, motivation, behavioral change, etc. (109)(P)	S	S			B
317-404	The students will identify some of the forces guiding their own actions. (307) (V, P)	B	S	S		
317-405	The students will describe how psychologists conduct basic experiments in learning. (103)	S	S			B
317-406	The students will describe how a theory is used to explain what happens in a given situation. (104)	S	B			S
317-407	The students will define conditioning. (102)	S	S			B
317-408	The students will analyze their actions in a systematic way. (107) (V, P)		B	S		S
317-409	The students will describe how prejudice develops and how it can be reduced. (402)(V)	S	B	S		
317-410	The students will explain some of the causes of violence. (413)(V)	S	B	S		
317-411	The students will define personality. (102) (P)		S			B
317-412	The students will explain the basics of psychoanalysis. (102)		S			B
317-413	The students will describe what psychologists do and why their theories of personality keep changing. (107)(C)	S	S			B
317-414	The students will explain the relationship between anxiety, defense mechanisms, and neurosis. (309)		S			B
317-415	The students will explain how self-defeating acts work. (302)(V)		S	S		B

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-416	The students will describe the characteristics of schizophrenia, paranoia, and personality disorders. (309) (V)		S	S		B
317-417	The students will identify the factors contributing to the increased incidence of personality disorders. (302)(V)		S	S		B
317-418	The students will describe the causes and problems of stigma. (302)	S	S			B
317-419	The students will identify any self-defeating behaviors in themselves and formulate ways of dealing with them. (302)(V)	S	B	S		
317-420	The students will explain how the nervous system works and how it affects behavior. (503)	S	S			B
317-421	The students will describe the main parts of the brain and explain the function of each. (102)		S			B
317-422	The students will define biofeedback. (102)		S			B
317-423	The students will define perception. (102)		S			B
317-424	The students will explain what intelligence is and how it is measured. (102)		S			B
317-425	The students will study ways to improve their memories, study more efficiently, and solve problems better. (305)		S			B
317-426	The students will explain how people are different and similar. (404)(V)	S	B	S		S
317-427	The students will explain instinct and how it operates in animals. (102)	S	S			B
317-428	The students will explain how heredity and environment work together to affect behavior. (304)	S	S			B
317-429	The students will explain why love and attention are so important to children as they grow up. (302)(V,P)	S	S			B
317-430	The students will explain how a child's mind develops through experience. (106) (P)	S	S			B

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
317-431	The students will explain what a good parent is and how to guide a child's behavior for the good of the child. (302)(P,V)	S	S	S		B	
317-432	The students will explain how early or late development affects an adolescent's personality. (309)(P)	S	S			B	
317-433	The students will identify the bases of several kinds of teenage problems. (309) (P,V)	S	B	S			
317-434	The students will identify the many meanings of love. (302) (P,V)	S	S	B			
317-435	The students will explain why there is a need for all people to be recognized as individuals. (301) (P,V)	S	S	B			
317-436	The students will conclude that security of self is necessary before people are able to share themselves with others. (302) (P,V)	S	S	B			
317-437	The students will explain the meaning of interpersonal communication. (108)(P,V)	S	S	S		B	
317-438	The students will explain what likeable people do. (202) (P,V)	S	S	B			
317-439	The students will describe what makes a happy marriage. (416) (P,V)	S	S	B			
317-440	The students will explain the components of emotional reactions. (309) (V)	S	S			B	
317-441	The students will identify some effects of social learning and rules on the expression of emotion. (305) (P,V)	B	S	S			
317-442	The students will identify ways of dealing with stress. (305) (P,V)	S	S	B			
317-443	The students will explain how a psychological experiment is conducted. (104)		S			B	

LEVEL 10 - 12

CONTENT - SOCIOLOGY

This course provides an opportunity for students to study people and their basic institutions including the family, community organizations, political and social organizations, and the impact of science and technology on modern life. The multi-ethnic nature of society will be considered throughout the course.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-501	The students will define the nature of sociology and describe the kinds of problems sociologists attempt to analyze. (103) (C)	S	S			B
317-502	The students will define socialization. (103)		S			B
317-503	The students will define the scientific method and list the steps involved in it. (103) (P, V)		S			B
317-504	The students will define culture and explain why the concept of culture is important to sociologists. (103)(I,V)	S		S		B
317-505	The students will describe how each of the following concepts relate to culture: natural environment, cultural change, population problems in an industrial society, cultural plurality, and culturally different groups. (103) (I,V)	S	B	S		
317-506	The students will differentiate between material and non-material cultural traits. (103) (V, I)	S	S			B
317-507	The students will list significant culture traits of American society and explain changes in American culture which have occurred over the past 200 years. (408)(I,V)	B	S	S		
317-508	The students will define cultural norms and mores. (103) (I)	S	S			B
317-509	The students will explain how norms and mores vary within a society and how they are enforced. (405)(V)	B	S	S		
317-510	The students will evaluate the importance of communication in transmitting culture. (103)(V, P)	B	S	S		
317-511	The students will distinguish between different types of communication. (103)(P)	S	S			B
317-512	The students will compare the norms and mores of the United States with those in at least two other countries. (408) (V, P)	B	S	S		
317-513	The students will define deviant behavior and describe how the judging of deviant behavior varies between cultures. (408) (I, V)	B	S	S		

B=Basic
S=Supportive

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
317-514	The students will discuss the concept of role and role relationships. (401)(P, V)	S	S	S		B	
317-515	The students will define status and distinguish between assigned and achieved status. (103)	S	S			B	
317-516	The students will analyze how labels are used to describe people's roles. (404)(V)		S	S		B	
317-517	The students will identify examples of role conflicts and hypothesize how they could be resolved. (405)(V)	B	S	S			
317-518	The students will explain the importance of the interaction of people and that few can learn to live without other people. (401) (V, P)	S	S	B			
317-519	The students will define social institutions and list five major ones in society. (103)	S	S			B	
317-520	The students will discuss various forms of a family nucleus. (403) (P, V)	S	S	B			
317-521	The students will articulate how the family is a basic social unit. (403) (P, V)	S	S	B			
317-522	The students will formulate an hypothesis which explains why divorce has become more common than in the past. (403) (V, P)	S	S	B			
317-523	The students will define the following terms relating to political institutions: power, nationalism, and sovereignty. (408) (V)	S	S	S		B	
317-524	The students will explain how religion brings emotional security and provides ethical standards to various cultures. (203) (V, I)	S	B	S			
317-525	The students will explain how social class may be affected by the community. (301) (V)	S	S	B			
317-526	The students will describe the major characteristics of adolescence. (516) (V,P)	S		S		B	
317-527	The students will identify examples of sex stereotyping. (301) (V)	S	B	S			

		GOALS					
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding	
317-528	The students will list and describe the roles and responsibilities of marriage and parenthood. (403)(V,P)	S	S	B			
317-529	The students will define social movement and identify examples of social movements in the United States. (301) (V)	B	S	S		S	
317-530	The students will isolate specific problems of the aged. (312) (P, V)	S	S	B			
317-531	The students will formulate solutions for the problems of aging. (405) (V, P)	S	S	B			
317-532	The students will define social stratification and social class and describe how they operate in the United States and other parts of the world. (103)(V)	B	S	S			
317-533	The students will define the following terms and describe how they operate in the United States: Dominant and minority group, ethnicity and ethnocentrism, prejudice, discrimination, and assimilation. (408) (V)	B	S	S			
317-534	The students will describe poverty in the United States and compare it with poverty throughout the world. (103) (V)	B	S	S			
317-535	The students will discuss the growing influence of urban culture on the norms of American society. (405)(V)	B	S	S			
317-536	The students will define and give examples of social change. (103)(V)	B	S	S			

LEVEL 10 - 12

CONTENT - UNITED STATES GOVERNMENT

Provides an opportunity for students to study, in-depth, elements of political theory and the structure of government, including comparative government, international relations, voter behavior, political leadership, and decision making with emphasis on democratic processes. Further emphasis is given to the ways in which the student can contribute to government and be knowledgeable of its benefits.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
318-101	The students will explain that as American citizens, individuals have a right to participate in the processes by which they will be governed. (402)(V)		S	S	B	
318-102	The students will identify the political parties, their historical background, and functions. (102)	S			S	B
318-103	The students will describe the rights and responsibilities of the voter. (402) (V)	S	S	S	B	
318-104	The students will analyze the political parties and the election process. (103) (V)	S		S	S	B
318-105	The students will compare the relationship between participatory democracy and the functions of pressure groups. (414)(V)		S	S	B	
318-106	The students will explain that the way in which people are governed helps in producing a national identity. (405)(V)	S		B	S	
318-107	The students will identify the division of powers of the government at the national and state level. (102)		S		S	B
318-108	The students will give examples of federalism and its relationship to national identity. (103)		S		B	S
318-109	The students will describe the American concept of civil rights. (405)(V)		S	S	B	
318-110	The students will explain that in the contemporary world, groups and nations of diverse cultures develop ways to cooperate for the general welfare of people. (405)(V,I)	S		B	S	
318-111	The students will analyze the methods of the national government in conducting foreign policy. (103)(V,I)	S	S	S		B
318-112	The students will describe the need for organization to provide cooperation among the nations. (407)(V,I)	S	S	B		

B= Basic
S= Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
318-113	The students will describe the impact of emerging third world nations on American foreign policy. (103) (I,V)			S	S	B
318-114	The students will describe how political decisions affect the ways and the extent to which the geographical features are altered and natural resources are used. (605)(V)		S	S		B
318-115	The students will explain the functions and organizations of state, county, and local government. (103)		S		S	B
318-116	The students will describe the impact of political decisions at the state, county, and local levels on the utilization of resources. (604)(V)	S	S	S		B
318-117	The students will explain how values, beliefs, and traditions influence a nation's political system and governmental process. (115)(V)		S	B	S	
318-118	The students will describe the relationship among political, economic, and social backgrounds of the founding fathers. (115)(V)			S	S	B
318-119	The students will describe the effect of the following on decision making: (a) fiscal policy, and (b) monetary policy. (809)(V)			S	S	B
318-120	The students will describe the impact of political decisions on monetary and fiscal policy. (809)(V)			S	S	B
318-121	The students will identify the factors necessary for democracy to succeed to include: (a) an educated citizenry, (b) a common concern for human freedom, (c) communication and mobility, (d) economic security, (e) a spirit of mutual trust, (f) a respect for the rights of all citizens and loyal opposition, (g) values and (h) participation by the citizen in government. (402)(V)	S		B	S	

LEVEL 10 - 12

CONTENT - UNITED STATES PROBLEMS

Emphasis is upon experiences related to the role of a citizen as an active participant in decision making related to significant contemporary issues and problems; attention to the development of ability to attack a problem, to do research, and to arrive at defensible conclusions; provisions for maximum opportunity to participate in planning; and evaluation of both the plant and operation that go into completing the plan for study.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
318-201	The students will identify and analyze the major problems in contemporary society. (Specific problems selected for study may vary from year to year but common topics might include: The Women's Movement, The Environment, Poverty, Crime, Energy, Urban Problems, Justice in America, Minority Problems, Economic Problems, Education, Foreign Relations, The Future, Leisure Time, The Media, Politics, Violence, Alienation, Population, Parenthood Education, etc.) (103) (V, P)	S	B	S	S	
318-202	The students will use inquiry skills and the problem solving approach in investigating contemporary issues. (115)(V)	S	S	S		B
318-203	The students will analyze conflicting points of view. (104)(V)		B	S	S	
318-204	The students will consider hypotheses about human nature and human behavior. (104) (V)	S	B	S		
318-205	The students will propose alternative solutions, evaluate those solutions, and commit themselves to a course of action. (105)(V)	S	B	S		
318-206	The students will express respect and appreciation for human values and the worth and dignity of every person. (202)(V)		S	B	S	
318-207	The students will formulate ways to actively participate in helping to solve problems of contemporary American life through democratic processes. (402)(V)		S	S	B	
318-208	The students will develop attitudes and patterns of behavior consistent with living in a rapidly changing world. (418) (V)	S		B	S	

B= Basic
S= Supportive

LEVEL 10 - 12

CONTENT - WORLD CULTURES

Includes the study of some of the significant world civilizations, past and present, in sufficient depth to provide a basis for students to compare ways of life and patterns of culture on a worldwide basis.

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-601	The students will analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, value differences, and impact of nationalism on a society. (413)(V, I)	S	B	S		
317-602	The students will differentiate between revolution (protest and war) and compromise (resolution and cooperation) as ways of resolving conflicts. (413) (V, I)	S	B	S		
317-603	The students will define culture and describe how values, traditions, knowledge, and skills are manifested in a culture. (408) (V, I)	S	S	S		B
317-604	The students will discuss how the needs and values of groups change as a result of changes in culture, politics, economics, technology, and natural resource allocation. (418) (V, I)	S	B	S		S
317-605	The students will define and/or identify the following terms and concepts: history, chronology, geology, archeology, anthropology, prehistoric, A.D., B.C., cultural bias, extended family, stereotypes, artifacts, Homo sapien, government, immigration, emigration, plus other relevant and historical terms. (103) (I, V)	S	S	S		B
317-606	The students will define some of the basic characteristics of democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies, and theocracies and describe the advantages and disadvantages of each. (103)(V,I)	S	S	S	B	
317-607	The students will identify some of the major rivers, water areas, land areas, political boundaries, etc. of the parts of the world studied. (103) (I)					B
317-608	The students will explain the role that geography plays in determining the customs and cultures of a people. (604)(V,I)		S	S		B
317-609	The students will describe the origins and beliefs of the following world religions: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism. (206)(V,I)	S		S		B

B=Basic
S=Supportive

		GOALS				
		Socialization	Decision Making	Values & Valuing	Responsible Citizenship	Skills, Knowledge, & Understanding
317-610	The students will explain how utilization of economic resources is a means of adaptation to the environment. (606)(V,I)	S		S		B
317-611	The students will identify land, labor, capital, management, and technology as components of economic resources. (604)(V,I)	S	B	S		
317-612	The students will identify means by which civilizations pass down their culture from one generation to the next. (205)(I)	S	S			B
317-613	The students will identify past civilizations' political and technological contributions to contemporary societies. (418)(I,V)		S	S		B
317-614	The students will identify various culture regions' contributions to contemporary societies to include The Ancient Middle East, Greece, Rome, The Ancient Far East, Eastern European Cultures, Western European Cultures, and Africa. (408) (I,V)	S		S		B
317-615	The students will explain that there are many different and valid interpretations of world history. (112)(V,I)	S	S	B		
317-616	The students will chart the time periods and/or topical subject headings into which world history is often divided and explain each briefly, i.e., Prehistoric, Early, Classical, Middle Ages, Renaissance, Reformation, Colonial, Nation-State, and Contemporary. (103)(V,I)		S	S		B
317-617	The students will describe the major themes and trends in history as described by historians to include political, economic, social, intellectual, diplomatic, military, biographical, and minority history. (103)(I,V)	S	S	S		B
317-618	The students will explain the political, economic, and social aspects of interdependence between world nations today and list examples of each. (407) (V,I)	S	S	B		
317-619	The students will explain the effectiveness and limitations of the United Nations in the contemporary world. (V,I)	S	S	B		
317-620	The students will analyze current world situations in terms of historical background and trends and discuss their projections for the future. (103)(V,I)	S	S	S		B

ARTICULATION AND COMMUNICATION

An effective social studies program necessitates articulation and communication among schools, especially between the different levels (elementary, junior high/middle, or high) within an area. In other words, it is essential that junior high/middle schools articulate with their feeder elementary schools, and that high schools articulate with their feeder junior high/middle schools. It is also important that elementary schools understand the curriculum for the junior high/middle and high schools as they must provide the foundation upon which further learning must take place.

STANDARDS FOR CURRICULUM

These Curriculum Guidelines,adapted from the National Council For The Social Studies, represent a set of standards for social studies programs. They are not intended to prescribe a uniform program or even to propose an ideal program. In a pluralistic and changing society no one such program could be prescribed, even if more were known about the process of education than is presently available. Schools--their students, teachers, and communities--have basic responsibility for their own social studies programs. It is hoped that many will develop insights which go beyond the framework of standards set forth here.

1.0 The Social Studies Program Should Be Directly Related to the Age, Maturity, and Concerns of Students.

1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.

1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.

1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.

1.4 Students should have a special studies experience at all grade levels.

1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.

Students of all ages confront situations demanding knowledge and social skills. They are called upon constantly to identify, to interpret, to organize the vast quantities of social data everywhere around them. Students need to use this social knowledge as a person relating to neighbors and friends, a citizen of the school community, a consumer of goods and services, an active participant in an organization or movement. These situations are directly comparable to those confronted by adults. Students should rightfully expect that their social studies education will be helpful to them in coping with their social and political world.

Yet the need to know and understand may stem also from a basic curiosity, a desire to comprehend, and a quest for order and meaning in the universe. Therein lies a fundamental motivation for learning upon which any adequate program must build.

Consequently, opportunities for social studies education should be available to all students from the primary grades through high school, and not merely to some elite group, the intellectually able, or the white, middle class. Young people should not be expected to fit themselves into uniform or rigid programs, those sanctioned merely by tradition, or those designed without consideration of what matters to them.

In schools committed to human dignity, students are entitled to a voice, by one means or another, in shaping their education. All students are entitled to expect that they, their concerns, and their social origins have a place in the social studies curriculum.

2.0 The Social Studies Program Should Deal with the Real Social World.

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.

2.2 The program should emphasize pervasive and enduring social issues.

2.3 The program should demonstrate the relationships between the local and global aspects of social issues.

2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.

2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.

2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.

2.7 The program should build upon realities of the immediate school community.

2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.

2.9 The program should provide the opportunity for students to examine potential future conditions and problems.

The social studies program should enable students to examine the social world as it is. In too many social studies classrooms the social world is idealized and mythologized. Three points need emphasis here.

First, these guidelines take the position that enduring or pervasive social issues such as economic injustice, conflict, racism, social disorder, and environmental imbalance are appropriate content for the social studies curriculum. The primary purpose of a social studies program is neither to advance the

frontiers of knowledge nor to produce social scientists. Rather, its task is to engage students in analyzing and attempting to resolve the social issues confronting them. To do so, young people must draw on the content and methods of the social science disciplines as well as on their own beliefs and considered values and, whenever and wherever appropriate, on such fields as the humanities and the natural sciences.

Second, the real social world varies greatly among people and places; yet classroom experiences often create a misleading impression of cultural uniformity. Many students come to view the world with knowledge drawn almost entirely from Western and middle-class traditions. But the majority of Earth's people are not white; although they may be influenced by the West, their cultures are neither Western nor dominated by a middle class. Moreover, American society itself is pluralistic. The mores, roles, and expectations of cultural and national groups other than the students' own should be identified and their implications and merits explored. To seek understanding of any culture without the perspective of its own set of values is to do an injustice to that culture.

The students of social studies classrooms are themselves of diverse sub-cultural groups, all too frequently not taken into account in developing programs. Classroom experiences may fail to fit, as they should, the life styles, the values, the aspirations, the perspectives of many students and their communities. Social studies programs must contribute to students' acceptance of the legitimacy of their own cultural group identity as well as the ways of others. Social studies programs which even inadvertently conceal the diversity of the social world tend to reinforce cultural bias and ethnocentricity.

Third, no program can successfully educate students for the real world by separating them from it. The school social system is as much a part of the students' real world as what occurs outside the school. Such techniques as role-playing, simulation, observation, and investigation are all promising means of learning to participate. Actual involvement in school, community, and larger public affairs, either individually or as part of organized group efforts, can break down the artificial barriers of classroom walls.

3.0 <u>The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs</u>.

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.

3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.

3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.

3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.

3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.

3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.

3.7 The program should include the study not only of human achievements, but also of human failures.

Recent and intensive research has produced what is popularly called "a knowledge explosion." Hence, it is difficult to close the gap between what is known and what is taught. Yet incongruities between scholarly knowledge and the content of ordinary social studies curriculum cannot be allowed to persist.

Efforts must be made to ensure the accuracy of information used in classrooms; however, far more powerful are the concepts, principles, and theories of modern society. It is these which students most need to understand.

Moreover, modern bodies of knowledge are not fixed. Methods of inquiry such as formulating and testing hypotheses and techniques for processing social data, such as mapping, case studies, and frequency distributions, should have a place in classrooms.

Since it is impossible to "cover" all knowledge of the social world, what is included should be meaningful. Students need knowledge of the world at large and the world at hand, the world present and the world past. They must see both human achievement and failure. Useful ideas from anthropology, economics, social psychology, and psychology are ordinarily underrepresented in social studies programs; ideas from political science and geography are often badly out-of-date and culturally biased. "School history" is often repetitive, bland, merely narrative, and inattentive to the non-Western world and to developing nations; it is distorted by ignoring the experiences of Blacks, Hispanics, native American Indians, Puerto Ricans, Oriental Americans, and women. Related fields such as law, biology, and the humanities are often omitted or not related to social affairs.

Focus on pervasive global issues, problems which loom large in students' worlds, and basic questions which have meaning in students' lives can be helpful in deciding upon what to draw from the disciplines. Imaginative approaches to relating the power of scholarly fields and the issues of our times deserve staunch support.

4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction For the Program.

4.1 Objectives of the state social studies course of study are utilized in planning and teaching the program.

4.2 Objectives should be carefully selected and taught in light of what is known about the students, their community, the real social world, and the fields of knowledge.

4.3 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.

4.4 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.

4.5 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.

4.6 Objectives should be reconsidered and revised periodically.

Probably no curricular decisions are more significant than those about basic purposes and their definition as stated objectives. What students are to learn must be carefully selected through continuous consideration of what is known about the students themselves, the real social world, and the scholarly fields. Students themselves must participate in the process of selection.

If decisions about what is to be learned are to be influential, they should be translated into statements of objectives. These statements must be formulated in terms of both behavior and content and must measure student competencies. Even if their definitions are not universally agreed upon, knowledge, thinking and other abilities, valuing, and social participation can all be conceived in behavioral terms. Statements of objectives become the basis for setting up learning activities, choosing instructional strategies, selecting instructional materials, and finding the degree to which students have been successful in learning.

Special mention should be made here of performance objectives. Such an objective names concretely the behavior-in-identified content which the student is to demonstrate as evidence of learning and states the minimum level of acceptable performance. Some knowledge and skill objectives in social studies can best be defined as concrete performance objectives, and instruction planned accordingly. Students and teachers alike can identify achievement or lack of it. Performance objectives are most readily developed for matters which have "a right answer" or "a most effective way of performing a task." That all kinds of objectives--indeed, many of the most important--cannot be translated into concrete performance terms need not deny the usefulness of translating some, nor justify vague generalities as substitutes for clear statements. Nonetheless, social studies education should not be limited to what can be defined in concrete performance terms.

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

5.1 The resource file of the state social studies course of study is utilized in providing learning activities to meet the stated objectives.

5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.

5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.

5.4 Students should be encouraged to become active participants in activities within their own communities.

5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.

5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.

5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.

5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.

5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

Scholars, teachers, education theorists, and serious critics of education agree, almost universally, that students must be actively involved in the learning process at every level of education. Modern programs without exception call for more active participation. Greater emphasis is placed on ability to devise questions and the means for answering them, to analyze and integrate knowledge, to propose and evaluate decisions. Conducting a disciplined attack on one's own ignorance should be the principal means of an individual's education. Creative inquiry is both a potent instructional strategy and an essential competency. Actual mastery of knowledge, a legitimate but not sufficient goal of education, can best be attained when the knowledge is actively used by the learner.

A social studies curriculum must employ direct as well as vicarious means for learning. This principle is all too often neglected. There are geography classes without any form of field work and history classes without primary source material. Government classes ignore the student council and the workings of local government; a study of occupations goes on without the associated sights and sounds of real jobs; and attempts to deal with racism, sexism, and poverty occur without emotional involvement.

Education is more than a process of telling students what they need to know. Students now have extensive and reliable sources of knowledge from which they can obtain knowledge for themselves; thus, classroom lecturing is less defensible than it has ever been.

Social studies programs must include a wide variety of learning activities with appeals to many kinds of students: making surveys; tabulating and interpreting data; acting out scripts; using reference tools; reading or writing poetry; role-playing; hearing and questioning classroom speakers; writing policy decisions; using case studies; listening to music; making a collage; brainstorming; studying films; working in a community project; conducting an investigation; advocating a thoughtout position; simulating and gaming; making field trips; comparing points of view; studying social science books and articles; participating in discussions patterned on explicit strategies for behaviors such as communicating and valuing; and more. The purpose of such activities is not to set up what is merely clever or novel, but to offer opportunities for satisfying experience in what will lead to the objectives of instruction. The accompanying resource file will assist in this effort.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.

6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources.

6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.

6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.

6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.

6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

Learning in the social studies requires rich resources. No single textbook will do, especially one set organized with the simple purpose of imparting information. Accomplishing objectives which represent all of the components of social studies education depends upon more information, more points of view, more appeals, and more suitability to individual students.

Printed materials must be available for differing abilities in reading and for differing needs for concreteness and abstraction. Students must have books, periodicals, basic references, case studies, graphs, tables, maps, articles, and literary materials suitable for the subject at hand. As important as reading and verbal learning may be, they ought not to be overused in instruction.

Multiple media offers many avenues to learning. Films and sound filmstrips, pictures, recordings of speeches, discussions and music, mock-ups, artifacts, models, audiotapes, dramatic scripts or scripts for role-playing, diagrams, simulation exercises, programs on television--these and others call upon the use of many senses, thought and feeling; thus, they enrich learning.

Moreover, resources need not be thought of simply as those of classrooms themselves. The walls between classrooms and the outside world should not be confining. It is just as important for students to participate actively in the community as it is for community people and organizations to participate within the school.

Although the need for multiple media is no excuse for a smorgasbord approach, there is reason to recognize multiple paths to learning. No one kind of material or resource will be satisfactory for all students, not for any one student at all times and for all purposes. Instructional resources must be suitable for the learning tasks and for the students who are learning.

7.0 The Social Studies Program Must Facilitate the Organization of Experience.

7.1 Structure in the social studies program must help students organize their experiences to promote growth.

7.2 Learning experiences should be organized in such a manner that students will learn how to continue to learn.

7.3 The program must enable students to relate their experiences in social studies to other areas of experience.

7.4 The formal pattern of the program should offer choice and flexibility.

Structure in the social studies program has to do with the basic questions to be asked, the problems to be resolved, and the patterns of behavior appropriate to the ends in view. Although far too little is known to identify definitively the processes of growth in social competencies or to state with certainty the superiority of any one kind of organization over another, some kind of flexible structure for the organization of experience is possible and desirable. It is likely that students will profit from experiences with different structures.

Both the social sciences and social issues contain structural elements. Basic concepts, principles, and methods in the social sciences can offer direction in organizing a study of human behavior. A proper focus on social issues requires identification of their causes, consequences, and possible solutions. Social studies programs may at times use one or the other of these organizations. Certainly, social studies programs must demonstrate a reciprocal relationship among the social sciences, social issues, and action. However, it is clearly inadequate to limit programs to courses in the individual disciplines. The study of social issues drawing upon more than one discipline is frequently more suitable for the purposes of students in school. An issue arising out of the interaction between technology and the structure and function of modern society, for example, may call for the contributions of history, economics, and sociology as well as the humanities, law, and the natural sciences. Social issues are embedded in complex social conditions which frequently transcend national boundaries.

At times student concerns, those of their community, or the requisites of active and effective social participation may become the base for a line of inquiry. Whatever the starting point or direction, structure must be developed out of students' own learning experience. To be useful and valid a social studies activity must achieve more than the mere accumulation of information.

Disorder and lack of direction often stand in the way of continuous reorganization of experience. Schools must continue to examine the conventional patterns of subjects and formal course offerings. Schools ought to encourage mini-courses, independent study, small group interest sections, specially planned days or weeks focused on social problems, alternative courses of study proposed by students, and other innovative plans. Structure can be used to promote the development of the tools and satisfactions which enable students to continue to learn.

8.0 Evaluation Should be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.

8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.

8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over a period of time.

8.5 Evaluation data should be used for planning curricular improvements.

8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking periods.

8.7 Both students and teachers should be involved in the process of evaluation.

8.8 Thoughtful and regular reexamination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

Social studies programs must be systematically and rigorously evaluated. As program objectives are revised and new practices introduced, the evaluation program must be changed to assess innovations in ways consistent with their purposes. The all too common paper-and-pencil tests of information do not yield data about problem-solving abilities, the valuing process, and social participation. Many sources of data and evaluation techniques, which can be used in and out of classrooms, are needed. Evaluation should extend far beyond formal examinations to include, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

Occasional and sporadic attempts, and narrow and unreliable efforts in evaluation, are insufficient since significant growth in learning is both cumulative and long term.

Evaluation must include what is diagnostic, not only for groups of students but for individuals. It must be useful to students in the process of their learning--to all students and not merely to those who take to conventional schooling or who are college-bound. A helpful evaluation process ought to enable students to see what they can do, as well as what they cannot yet do.

The process must clarify for teachers and others concerned what needs to be done to improve instruction and learning. Parents must be included in the evaluation process. They should have access to accurate data which would illustrate first, how the student is performing in terms of individual abilities and second, how the student compares with teacher expectations of the class as a whole.

Evaluation must become not only a means of more effective instruction and learning, but a foundation for thoughtful formulation of basic purposes of social studies education.

9.0 <u>Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program</u>.

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.

9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.

9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.

9.4 Teachers should participate in active social studies curriculum committees with decision making as well as advisory responsibilities.

9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, inservice classes, community affairs, in reading, studying, and travel.

9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.

9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.

9.8 Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.

9.9 A specific minimal block of time should be allocated for social studies instruction each week.

Social studies education cannot be successful without the conditions necessary for good instruction. One of the conditions is a supply of adequate resources. Social studies education needs not only teachers, textbooks, and blackboards, but also maps, reference books, periodicals, audio and visual materials, field trips, and great lectures. The classroom should be a learning laboratory. Such a concept means not only materials and equipment but also additional demands on teachers' time and competence.

Teachers must have both opportunity and responsibility for active participation in the improvement of the curriculum. They must engage in activities contributing to their professional growth as social studies teachers. Contemporary theories of learning and instruction necessitate breadth, depth, and skill. The burden is especially heavy on elementary teachers who are expected to be competent in virtually all fields. The practice of assigning inadequately prepared teachers as social studies instructors persists and should be ended. In addition to furnishing social studies consultant help, the administration should provide the incentives, encouragement, and opportunities that will further professional and academic training.

School administrators should demonstrate a degree of support at least commensurate with the support given to other segments of curricular programs.

The nature of social studies education, especially in a pluralistic and free society, makes it particularly vulnerable to criticism from many sides. The

right of responsible criticism is inherent in and invaluable to a democracy; this right must be protected. Demands that schools instill particular beliefs and practices or that they avoid the thoughtful consideration of controversial topics must be met with vigorous resistance.[1]

---

[1]Adapted from the National Council For The Social Studies Curriculum Guidelines position statement, 1971, Revised, 1979.

How To Use The Guidelines For Social Studies Needs Assessment

This section provides Curriculum Guidelines that local districts may use to examine their own social studies programs. The approach can be used for a given level, for a school, or for a district-wide program.

An important question to consider first is whom to involve in this analysis. Certainly, social studies teachers and other local curriculum leaders must be involved. In addition, it may be desirable to involve certain lay people, resource people from the university or Department of Education, and high school students who are perceptive and willing to express their views.

The questions used below in the needs assessment instrument are based on the Guidelines. They should be examined from two perspectives: one from that of local priorities, the other from that of the current status of the local program. The first perspective is dealt with in the (HP) column, which is concerned with priorities. For each guideline, the members of the curriculum study committee should ask the question, "Is this guideline of high priority to us?" If they answer the question "yes," they should check the "HP." For a guideline considered desirable, but not of high priority, the "HP should simply be left unchecked. Any guideline the local committee considers unimportant or undesirable should be marked out. The second perspective is dealt with in the column headed by "CURRENT STATUS." In this case, for each guideline the committee should ask the question, "To what extent is this guideline actually being carried out at our level (or building or district)?" If the answer is "very often," the "1" should be checked. If the answer is "sometimes" the "2" should be checked, and so on.

Data for the needs assessment may be gathered from many sources. Following each guideline a line is provided so that the local committee may list the most accessible and obvious sources. Sources might include curriculum reports and plans, position statements, faculty and student handbooks, student newspapers, memos, instructional materials available and used, formal evaluation data collected on student competencies, teachers, students, parents, community, and in-classroom and out-of-classroom observation.

Once the instrument is filled out, local educators can feel good about the status of those guidelines that were checked both "HP" and "1." They should feel special concern, on the other hand, about guidelines checked "HP" and "3" and should feel some concern about guidelines checked "HP" and "2." Interpretation of the needs assessment data may reveal patterns, such as students are insufficiently involved, learning resources are inadequate, or purposes are unclear. What is learned from the study should be used to improve the social studies program.

SELF EVALUATION INSTRUMENT BASED ON THE
SOCIAL STUDIES CURRICULUM GUIDELINES

DIRECTIONS: Read each guideline below. Check "HP" for the guideline if it is of high priority to your level, building, or district. Check 1, very often; 2, sometimes; 3, never, to indicate to what extent the guideline is evident at your level, building, or district.

I. Relationship of the Program to the Maturity and Concerns of Students.

			Very Often	Sometimes	Never
1.1	Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.	(HP)	(1)	(2)	(3)
1.2	The school and its teachers should make steady efforts through regularized channels and practices, to identify areas of concern to students.	(HP)	(1)	(2)	(3)
1.3	Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.	(HP)	(1)	(2)	(3)
1.4	Students should have a special studies experience at all grade levels.	(HP)	(1)	(2)	(3)
1.5	The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.	(HP)	(1)	(2)	(3)

II. Relationship of the Program to the Real Social World

			Very Often	Sometimes	Never
2.1	The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.	(HP)	(1)	(2)	(3)
2.2	The program should emphasize pervasive and enduring social issues.	(HP)	(1)	(2	(3)

2.3	The program should demonstrate the relationships between the local and global aspects of social issues.	(HP)	(1)	(2)	(3)
2.4	The program should include analysis and attempts to formulate potential resolutions or present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.	(HP)	(1)	(2)	(3)
2.5	The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.	(HP)	(1)	(2)	(3)
2.6	The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.	(HP)	(1)	(2)	(3)
2.7	The program should build upon realities of the immediate school community.	(HP)	(1)	(2)	(3)
2.8	Participation in the real social world both in school and out should be considered a part of the social studies program.	(HP)	(1)	(2)	(3)
2.9	The program should provide the opportunity for students to examine potential future conditions and problems.	(HP)	(1)	(2)	(3)

III. Relationship of Program to Currently Valid Knowledge Representative of Human Beings' Experience, Culture, and Beliefs			Very Often	Sometimes	Never
3.1	The program should emphasize currently valid concepts, principles, and theories in the social sciences.	(HP)	(1)	(2)	(3)
3.2	The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.	(HP)	(1)	(2)	(3)

3.3	The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.	(HP)	(1)	(2)	(3)
3.4	The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.	(HP)	(1)	(2)	(3)
3.5	The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.	(HP)	(1)	(2)	(3)
3.6	The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.	(HP)	(1)	(2)	(3)
3.7	The program should include the study not only of human achievements, but also of human failures.	(HP)	(1)	(2)	(3)

IV. Selection of Objectives; How Objectives Guide Program.

			Very Often	Sometimes	Never
4.1	Objectives of the State Social Studies Course of study are utilized in planning and teaching the program.	(HP)	(1)	(2)	(3)
4.2	Objectives should be carefully selected and taught in light of what is known about the students, their community, the real social world, and the fields of knowledge.	(HP)	(1)	(2)	(3)

4.3	Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.	(HP)	(1)	(2)	(3)
4.4	Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.	(HP)	(1)	(2)	(3)
4.5	Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.	(HP)	(1)	(2)	(3)
4.6	Objectives should be reconsidered and revised periodically.	(HP)	(1)	(2)	(3)

V. Nature of Activities

			Very Often	Sometimes	Never
5.1	The resource file of the state course of study is utilized in providing learning activities to meet the stated objectives.	(HP)	(1)	(2)	(3)
5.2	Activities should include formulating hypotheses and testing them by gathering and anlyzing data.	(HP)	(1)	(2)	(3)
5.3	Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.	(HP)	(1)	(2)	(3)
5.4	Students should be encouraged to become active participants in activities within their own communities.	(HP)	(1)	(2)	(3)
5.5	Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.	(HP)	(1)	(2)	(3)

5.6	Activities should contribute to the students' perception of teachers as fellow inquirers._____	(HP	(1)	(2)	(3)
5.7	Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all._____	(HP)	(1)	(2)	(3)
5.8	Activities should stimulate students to investigate and to respond to the human condition in the contemporary world._____	(HP)	(1)	(2)	(3)
5.9	Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.____	(HP)	(1)	(2)	(3)

VI. Relationship Between Instruction and Range of Learning Resources

			Very Often	Sometimes	Never
6.1	A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient._____	(HP)	(1)	(2)	(3)
6.2	Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources. _____	(HP)	(1)	(2)	(3)
6.3	A variety of media should be available for learning through seeing, hearing, touching, and acting and calling for thought and feeling._____	(HP)	(1)	(2)	(3)
6.4	Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.___	(HP)	(1)	(2)	(3)

6.5	Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.	(HP)	(1)	(2)	(3)
6.6	The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.	(HP)	(1)	(2)	(3)

VII. Relationship of Social Studies Program to Students' Experiences

			Very Often	Sometimes	Never
7.1	Structure in the social studies program must help students organize their experiences to promote growth.	(HP)	(1)	(2)	(3)
7.2	Learning experiences should be organized in such a manner that students will learn how to continue to learn.	(HP)	(1)	(2)	(3)
7.3	The program must enable students to relate their experiences in social studies to other areas of experience.	(HP)	(1)	(2)	(3)
7.4	The formal pattern of the program should offer choice and flexibility.	(HP)	(1)	(2)	(3)

VIII. Nature of Local Program Evaluation

			Very Often	Sometimes	Never
8.1	Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.	(HP)	(1)	(2)	(3)
8.2	Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, valuing, and social participation.	(HP)	(1)	(2)	(3)

8.3	Evaluation data should come from many sources, not merely from paper and pencil tests, including observations of what students do outside as well as inside the classroom.	(HP)	(1)	(2)	(3)
8.4	Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over a period of time.	(HP)	(1)	(2)	(3)
8.5	Evaluation data should be used for planning curricular improvements.	(HP)	(1)	(2)	(3)
8.6	Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period.	(HP)	(1)	(2)	(3)
8.7	Both students and teachers should be involved in the process of evaluation.	(HP)	(1)	(2)	(3)
8.8	Thoughtful and regular reexamination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.	(HP)	(1)	(2)	(3)

IX. Local Support for Social Studies Education as an Integral Part of the School Program

			Very Often	Sometimes	Never
9.1	Appropriate instructional materials, time, and facilities must be provided for social studies education.	(HP)	(1)	(2)	(3)
9.2	Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.	(HP)	(1)	(2)	(3)
9.3	Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.	(HP)	(1)	(2)	(3)

9.4	Teachers should participate in active social studies curriculum committees with decision making as well as advisory responsibilities._____	(HP)	(1)	(2)	(3)
9.5	Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, inservice classes, community affairs, reading, studying, and travel._____	(HP)	(1)	(2)	(3)
9.6	Teachers and others concerned with social studies education in the schools should have competent consultants available._____	(HP)	(1)	(2)	(3)
9.7	Teachers and schools should have and and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility._____	(HP)	(1)	(2)	(3)
9.8	Social studies education should expect to receive active support from administration, teachers, board of education, and the community._____	(HP)	(1)	(2)	(3)
9.9	A specific minimal block of time should be allocated for social studies instruction each week._____	(HP)	(1)	(2)	(3)

The above material constitutes the first section of "How To Use the Guidelines for Social Studies Needs Assessment." For information on how to obtain the complete report, please write to: National Council for the Social Studies, 3615 Wisconsin Avenue, N.W. Washington, D.C. 20016 (202)966-7840.

STANDARDS FOR STAFF

The social studies teacher faces a complex task in a field that is becoming pedagogically unmanageable, and yet has become increasingly important in the preparation of future citizens who must address themselves to the challenge and responsibilities of modern society.

The teacher must secure some mastery of the various social science disciplines, including an understanding of their interdisciplinary relationships, in order to know what issues are worthy objects of study. Knowledge and sophistication in regard to contemporary affairs and the ability to develop inquiry skills in regard to social values and decision making related to crucial social issues are also necessary.

The selection of these goals emerges from a mass of content in which there is no established pattern of continuity or sequence. Moreover, in meeting the needs and interests of students, it is necessary to help them gain meaning and understanding from concepts which are often more abstract than concrete. It is to this difficult and insightful task that the social studies teacher is dedicated.

The teaching-learning act should be the center and the most important element in the entire educational enterprise. The teacher is the key figure in creating and sustaining the intellectual and emotional climate needed in the classroom to achieve the goals of effective learning.

The statements in this section deal with the teacher's qualifications, responsibilities, and the conditions necessary for successful teaching and learning. They are intended to assist teachers, administrators, and all those engaged in the preservice and inservice education of teachers to improve existing programs or for the development of new ones. The goal is to give the teacher the psychological and professional support and the personal remuneration needed to reach the level of competence, effectiveness, and respect to be recognized as a true professional.

Professional Preparation

There should be diversity and an open-endedness in teacher education and certification programs which would leave responsible institutions free to develop experimental programs in response to the rapidly changing requirements of society, scholarship, and students.

However, each elementary and secondary social studies teacher should have a well-planned undergraduate program, including preparation in the areas of liberal general studies, an in-depth knowledge in areas of academic specialization and professional education.

1. General Studies

   All teachers need a liberal education as a basis for the intellectual independence that, in every great age, has animated the quest for understanding of those enduring principles and values that have helped to create civilized human beings. There can be no uniform prescription

for a liberal education but a beginning can be made with a rigorous introduction to the humanities and the social sciences, the physical sciences, and the biological sciences. Prospective social studies teachers should immerse themselves in a culture different from their own, and should especially become sensitive to the contrasting styles and world views of the Western world and the non-Western world. The teacher should, of course, develop competent communication skills and should become knowledgeable in at least one discipline outside the social sciences.

2. Academic Specialization

Elementary Teachers. All elementary teachers should have a minimum of ten quarter hours in the social sciences. Interdisciplinary courses involving content from the social sciences should be included in the prospective teacher's program.

Prospective elementary teachers should also have some advanced study in one or more of the social sciences or history relevant to the curricular areas in which they plan to teach. This should require intensive studies in the literature of the field and the ability to do independent research.

Secondary Teachers. Beyond the basic introduction to all of the social sciences, the prospective secondary social studies teacher should have a close acquaintance with two social sciences including specialization with research experience in one. The insistent demands for urban studies, ethnic studies, area studies, and studies in social conflict require their inclusion in the program of preparation for social studies teachers.

Both elementary and secondary social studies teachers should have at least an introduction to the subject matters and modes of inquiry of one or more disciplines from each of the three general categories of social science: the synoptic (history and geography); the systematic (economics and political science); and the holistic (anthropology, sociology, and social psychology).

3. Professional Education

Studies in the professional sequence should introduce the prospective teacher to the theory and practice of modern social studies education.

Course work should include emphases on educational psychology and learning theory, teaching strategies, the use of various instructional media and other resources, testing and evaluation, and student teaching and/or internship. The prospective teacher should also develop competencies in creating a democratic classroom atmosphere, in communication skills, and in skills in interpersonal relationships.

A laboratory course in teaching methods should form the bridge between theory and practice. The prospective teacher should enter the classroom almost at once.

Professional course work should involve field experience as well as work experience, including participation in community service organizations, in recreational activities or tutoring, or in similar employment.

Broad knowledge through course work or experience which makes the individual sensitive to the problems of living in a pluralistic society, aware of the manifestations of racism in education, and informed as to approaches for minimizing or eliminating these conditions should be included.

The second major phase of professional preparation should consist of a year or more of paid teaching experience, comparable to a medical residency. The new teacher should have regular teaching responsibilities under the tutelage of experienced social studies teachers, the department chairman, and, if possible, a social studies supervisor.

Selection and Placement of Staff

1. Pre-Service Education

The Utah State Office of Education will not approve any institution for teacher education unless it can adequately staff the necessary courses and programs for both academic and professional instruction. College supervisors of social studies teachers and public school and State Department of Education supervisory personnel should be subject matter specialists rather than generalists. They should also be experts in the teaching of the social studies. A full-time load of the college supervisor would normally be no more than 15 student teachers. The cooperating teacher should be a master teacher.

2. Screening Candidates for Social Studies Teaching

College students who are preparing to be social studies teachers should be expected to meet various quality standards. The goals of this program should be clearly adequate general intelligence, strong record in any sequences which will be used in later teaching fields, desirable personality characteristics, absence of defects fatal to good teaching, and strong professional competencies, as demonstrated in early field experiences.

Generally, students would be admitted to the teacher education program at the beginning of the junior year. At this point, candidates should have above-average academic achievement and meet acceptable levels of competency in reading, writing, speaking, and listening skills.

The second screening would occur at the time of admission to student teaching. At this point, students should maintain all previous standards and should have at least a 2.50 cumulative grade average with 3.00 in their teaching fields and in the professional sequence.

The third screening would come at the conclusion of student teaching and, if successful, the candidates would be recommended for graduation and certification. The student teaching experience should represent a gradual induction into classroom responsibility and ultimately the assumption of a full day's teaching load. Student teachers should be assigned to qualified cooperating teachers in the area of social studies

for which they are prepared. Evaluation would involve the university supervisor, the cooperating teacher, and the student teacher. Before graduation, students would be expected to meet all standards with careful staff scrutiny of the student's physical, psychological, and other personal-professional characteristics.

3. Recruitment and Assignment of Teachers

a. Employment of the Teacher

No teachers should be employed or permitted to teach social studies at the secondary level or departmentalized elementary level unless they have completed a social science degree program leading to certification. Elementary teachers with multifield responsibilities should have an interdisciplinary social science background.

People employed to teach social studies should be primarily interested in and dedicated to the teaching of the social studies. This dedication can be determined by ascertaining the individual's ultimate professional goals. No one teaching any social studies class should be employed just to accommodate the special needs of other departments or facets of the school program.

b. Teacher Assignment

The teacher should be prepared for the level assigned. The level of the teacher's assignment should be changed only after appropriate preparation.

The teacher should teach only in the area or areas for which the teacher was prepared. The teacher's assignments should reflect the field of the teacher's greatest competency.

Teachers should be encouraged to participate in the development and improvement of courses in their own particular areas of preparation and assignment rather than to be expected to teach existing courses outside their areas of interest and preparation.

Teachers should not be assigned responsibilities (administrative, curricular, cocurricular, or extracurricular) that interfere with their effectiveness as social studies teachers.

Guiding and Directing the Learning Process

The social studies teacher, as a facilitator of learning, exhibits behavior harmonious with the nature of the learning process, the nature of social studies as revealed in recent trends, and contemporary social realities.

1. Relationships with Students

The teacher equally values each and every student as worthy human beings regardless of race, sex, religion, ethnic origin, socioeconomic level, or level of achievement.

Teachers should make every effort to understand each of their students and their strengths, weaknesses, and problems.

Teachers should heed the solicited and unsolicited views and comments of their students and their relationships with them, and consider such views in their self-improvement efforts.

The teacher analyzes student behavior--especially hostile behavior --on the basis of its causes.

The teacher recognizes that children are capable of learning by themselves as well as from each other and acts as a director of learning experiences, rather than as an authoritarian source of knowledge.

2. The Teacher as Planner

The teacher develops significantly relevant objectives cooperatively with the students. Initiatory activities are planned which will help the students become aware of the basic problem, clarify the issues, and motivate them toward achievement of the objectives.

In order to plan meaningful learning experiences the teacher is aware of the basic contemporary social issues at the local, regional, national, and international levels.

The teacher understands the subject matter involved in terms of its basic concepts, generalizations, and unresolved questions.

The teacher knows the background of the students and utilizes knowledge of their previous experiences to make the teaching-learning relevant to them and to their social environment.

The teacher knows the investigative methods of the social sciences and utilizes them as guides in planning investigation-oriented learning experiences at the student's levels.

The teacher is cognizant of individual differences and plans a variety of learning activities in order to reach all students.

A unit is a series of learning experiences related to a central unifying problem or topic and drawing upon a specific body of content. There are many unit outlines and procedures. Perhaps no one type of unit is the best. The way a unit is taught is more important than the construction or organization of the unit. The following suggestions for a unit are an example of one type. The plan considered here suggests the steps which need to be included in a teaching unit.

a. Unit Title

The title should suggest the scope of the unit. It may appear as a problem or question, or as a statement, e.g., Why Did The Colonist Revolt Against Great Britain? The Government Provides Services to Citizens.

b. Purposes

The major purposes to be accomplished are stated in terms of objectives and skills to be developed. It is essential that these purposes be understood and accepted by the students. This mutual understanding will come from cooperative teacher-student planning. A listing of central understandings and attitudes should also be carefully thought out.

c. Motivation

The motivation to be used in committing the students to the unit is planned and incorporated into the unit. It can be accomplished through the student himself, the student's peers, the student's family, the student's teacher, other people, situations, or interests of the student, or a combination of all of them.

d. Pre-Assessment

Pre-assessment techniques are worked out for determining which objectives a student does or does not exemplify. These assessment techniques may be tests, observations, performance, devices, other suitable means, or a combination of several.

e. Learning Activities

Learning activities, preferably several alternative ones, are provided whereby students can achieve each objective. Each activity should include three phases:

(1) Researching, which is the collection of data by:
   (a) Direct sensory contact.
   (b) Interaction with people and things.
   (c) Utilization of all kinds of media appropriate to the purpose and maturity of the student.
   (d) Observing, collecting, recording.

(2) Processing, which is putting the collected data into a useable form. It includes:
   (a) Remembering previously learned material.
   (b) Comprehending the meaning of the learned material.
   (c) Applying or utilizing the learned materials in new and concrete situations.
   (d) Analyzing the learned material so that its organizational structure may be understood.
   (e) Synthesizing the learned material to form or create a new whole.
   (f) Evaluation of the learned materials for a given purpose.
   (g) Receiving particular phenomena.
   (h) Responding or reacting to phenomena.
   (i) Valuing and making commitments.
   (J) Organizing or building an internally consistent value system.
   (k) Characterizing their values by developing, adjusting, internalizing, and living by their own value system.

(3) Demonstrating which is the process by which a student shares his research with others, which consists of the students':

(a) Verbalizing in talks, panel discussions, debates, symposiums, and other presentations to individuals or groups.
(b) Writing of reports, minutes, essays, stories, etc.
(c) Practice of changed behavior or acquisition of new behavior patterns.
(d) Visualization of their achievements of the objective by photography, illustration, or construction.
(e) Dramatizing by role playing, pantomime, skit, etc.
(f) Evaluation, as with pre-assessment, must be made in terms of the objectives. Teachers and students ask:

(1) Have we done what we said we would do?
(2) How well have we done what we said we would do?
(3) What should we do now?

Appropriate techniques are: standardized and teacher-made tests, self-appraisal, teacher and student observation, and peer and parental observation.

3. The Teacher in the Classroom

The teacher maintains an open and questioning atmosphere in the classroom in which students are free to develop a questioning attitude and are guided to learn in a variety of ways. Teaching strategies and materials would be varied rather than following a routine pattern.

The teacher is skilled in the use of various questioning techniques and is capable of leading the students in discussions involving higher levels of thinking, including analyzing, synthesizing, hypothesizing, testing of hypotheses, inferring, and evaluating.

The teacher utilizes the local environment, the experience of the class, and a variety of other resources in motivating and directing the students in understanding various social situations and phenomena.

The teacher recognizes that academic freedom and responsibility to demonstrate a high commitment to the students' right to deal with controversial issues, including the establishment of criteria for choosing between alternative values in an intellectually honest way, are both necessary and important.

The teacher maintains an atmosphere of intellectual integrity by allowing and encouraging the consideration of all possible points of view in treating various topics and issues.

Teachers should not impose their views on the students, but by teaching and allowing them to be critical of all sources of information, they may state their own conclusions when appropriate.

The teacher considers the process of rational decision making to be the basic method of learning for the social studies and encourages students to apply it to contemporary issues.

The teacher views pupil progress and achievement in terms of understandings (concepts and generalizations), intellectual skills, and affective behavior. Evaluation is regarded as a continuous process and the teacher devises a variety of instruments making use of formal and informal techniques, including self-evaluation, in order to assess student growth.

4. The Teacher in the School Community

The teacher understands the community in which the students live and makes every effort to see that the school serves the interests of the community and the larger society.

The teacher heeds the solicited and unsolicited views and comments of those in the school community relative to teaching and the teacher's relations with them. These judgments are considered in the teacher's self-improvement efforts.

Teachers should exercise their political rights and participate in the political process as a voter, party worker, or candidate as they wish.

Basic Conditions for Teaching and Learning

Teachers, however competent they may be, cannot function to the best of their capabilities unless certain basic conditions of employment are secured. It is imperative that the proper educational climate be created and maintained for the teaching-learning experience to be effective.

1. Academic Freedom

The school administration should recognize the right and responsibility of social studies teachers to deal with controversial issues in a way which presents all possible points of view.

The school administration should publish guidelines and a clear policy statement regarding the right and responsibility of social studies teachers to deal with controversy. The school administration should make every effort to enlighten the public and various governmental agencies and bodies about the importance of this policy and resist any pressure to suppress academic freedom. A policy statement on controversial issues is included in the appendix of this course of study.

When a teacher's academic freedom is jeopardized, the administration should ask the teacher's organizations to help investigate and should consider their judgment in shaping further action to protect academic freedom rather than the narrow interests of pressure groups.

The teacher should teach in a school situation which encourages students to learn in the community and society at large, outside as well as inside the school building.

2. The Teacher's Class Load and Class Size

In schools teaching a seven period schedule, the secondary social studies teacher should teach no more than six periods per day in a school which is organized in the traditional 40-50 minute periods. In schools teaching a six period schedule, the teacher should teach no more than five periods per day.

Secondary teachers should be given one period for preparation and one duty-free lunch period per day regardless of their teaching level. In schools in which team teaching is used, all teachers in a particular team should be given the same period for preparation. Elementary teachers should be given a half-day of preparation per week and one duty free lunch period per day regardless of their teaching level.

The secondary teacher's program should consist of no more than two basic preparations. The assignment of a course requiring an additional preparation is possible only on a voluntary basis.

The teacher should be responsible for no more than 25 students in schools that are traditionally graded and organized in self-contained classrooms.

The secondary teacher should be responsible for no more than 125 students per day when teaching five periods and 150 when teaching six periods, exclusive of homeroom assignments in schools in which teachers have different groups and classes of students.

3. The Teacher's Related Duties

The teacher should be assigned no more than one extracurricular activity at a time during the school year.

The teacher should be relieved of many related routine duties by para-professionals and/or student assistants.

The teacher should be given assistance in the preparation of audiovisual aids and in the procurement and maintenance of audiovisual equipment.

4. The Teacher's Instructional Environment

The teachers should be provided with a specially equipped social studies laboratory for their classes.

A social studies staff workroom equipped with desks, typewriters, duplicating equipment, and a professional library should be provided.

A staffed resource center in which students can engage in independent study should be available.

Social Studies teachers should be consulted in the design of new school buildings to insure facilities necessary for an effective social studies program.

5. Scheduling

A Multitude of Factors Determine Scheduling Practices

The following suggestions are intended to apply to a variety of learning situations and refer to time during the regular school day, for elementary grades and full or half time courses at the junior high/middle and high school levels.

a. Each child in the elementary grades should be involved in social studies instruction between 25 to 45 minutes per day.
b. Each student at the junior high/middle school should be involved in social studies instruction in full-year equivalent courses at each grade level.
c. Each student at the high school level should be involved in social studies instruction for a minimum of three full years (one year of U.S. History and one year of student's choice required, with an additional year's experience with one or a combination of elective courses offered).

The Teacher as a Professional Person

As professional people, social studies teachers have an obligation to fulfill responsibilities which result in strengthening their profession. They should exhibit a commitment toward self-improvement both in professional and civic matters. They should belong to organized professional groups and actively work for the improvement of the teaching and learning of social studies.

1. The Teacher's Self-Improvement

Teachers should continue their formal education through course work in the areas of their concern and by keeping abreast of current related literature.

A fifth year of study, ordinarily completed within the first five years of teaching, is essential. Graduate programs should be planned that relate to the subject areas being taught, and appropriate work in professional education or other cognate areas should be designed to improve instruction, such as reading, instructional materials, and modern educational technology.

Teachers should voluntarily participate in special inservice programs and should attend or organize professional meetings that assess and seek improvement of the teaching and learning of the social studies and the school program as a whole.

Teachers should utilize every opportunity to improve themselves professionally, through participation in volunteer organizations and through temporary service or employment in industries and agencies that meet social needs.

Teachers have the right to expect support and encouragement from their district and school administration in their professional growth efforts. This should be in ways such as funded inservice programs, well-supplied professional libraries, paid leaves and travel expenses for professional meetings and workshops, reimbursement for educational costs, and sabbatical leaves for long-term professional growth activities.

Teachers must continuously examine their views and beliefs and their social behavior in order to reflect and act on the need to eliminate possible inconsistencies.

Teachers have a responsibility to refuse assignments and employment both in and out of school that are detrimental to their teaching performance and to their self-improvement.

Teachers have a responsibility to act in ways which demonstrate their commitment to the elimination of discriminatory practices.

2. The Teacher and the Organized Profession

Teachers of both elementary and secondary social studies should join and participate in the activities of the local, state, and national councils for the social studies as well as in other appropriate professional organizations and learned societies.

As a member of a local, regional, and state social studies teachers organizations, the teacher should encourage those organizations to act in the following ways:

Bring about the necessary basic conditions for teaching and learning social studies.

Assess and revise existing local social studies curricula and programs.

Initiate, execute, and evaluate social studies experimental programs at the local level.

Discuss and evaluate research findings and new developments in social studies education.

Evaluate and recommend commercially produced instructional social studies materials.

Recommend and supervise the production of materials at the local level to supplement or replace inadequate commercially produced instructional materials.

Educate the public in new social studies programs.

The teacher should belong to and participate in the National Council for the Social Studies and evaluate its actions which include:

Inspiration and support to the local organizations as they seek to carry out their professional responsibilities.

Evaluation of new developments in the social studies and assistance in the dissemination of these developments.

Stimulation of research in social studies education and the dissemination of research findings.

Encouragement of publishers and manufacturers of instructional aids to produce materials that deal critically with social issues and that are consistent with new developments in the social studies.

Secondary social studies teachers or elementary school teachers having a social science major should also belong to a learned society in the discipline of their specialization.

Teachers should have the right to engage in responsible social actions to gain and safeguard the basic civil and professional rights of teachers and students.[2]

---

[2]Adapted From Standards For Social Studies Teachers. Position statement of the National Council for the Social Studies, 1971